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ABSTRACT

Ways to promote student development and the undergraduate student experience are considered in a collection of 13 articles. Research findings and innovative approaches to college administration and advancement are also addressed. Article titles and authors are as follows: "Gaining International Understanding" (James B. Holderman); "A Study on the Perceived Social Climate of the Residence Halls at the University of South Carolina-Columbia" (Janice M. Wencel); "Academic Tenure at the University of South Carolina" (Michael F. Welsh); "Facilitating the Educational Development of Black Students at Predominantly White Institutions" (Susan L. Heyward); "SIGI, Values-Based Computer Software: Its Effect on Undecided Students" (Larry G. Salters); "Witten/Pruitt Dialogue" (Ronald A. Emler, Laura D. Puckett); "Renaissance among the Magnolias" (William A. Mould); "The Student Records Office at the University of South Carolina Goes Paperless!!!" (Arthur S. West); "Volunteerism as a Means of Delivering Student Services" (Brenda G. Dantzler); "Student, Faculty, and Staff Involvement in Institutional Advancement at the University of South Carolina" (Mark G. Shanley); "Policy Development as Student Development: Applying Student Development Theory" (Michael Shaver, Cheryl L. Deutsch, Craig R. Berkley). The book "College Is Only the Beginning," by John N. Gardner and A. Jerome Jewler is reviewed by Margaret A. Langer. (SW)

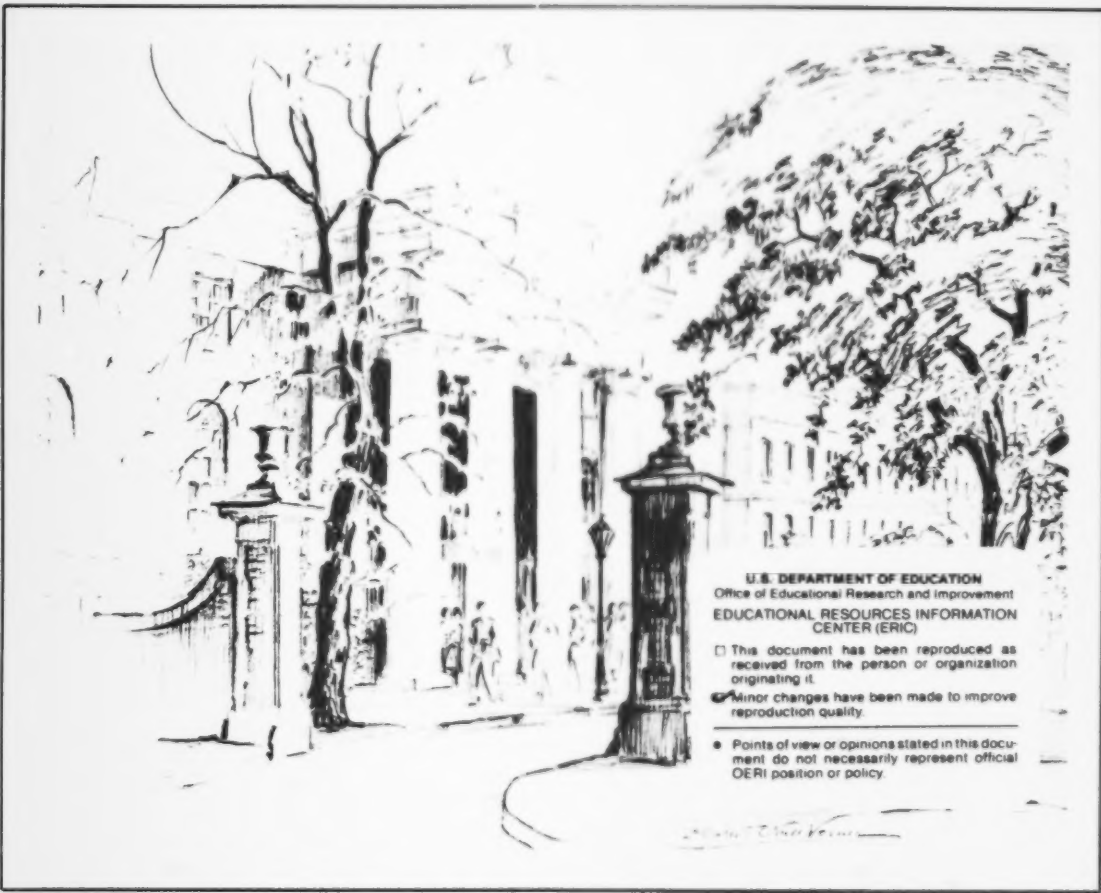
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CAROLINA VIEW

Vol. I, 1985

Division of Student Affairs

The University of South Carolina

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PURPOSE

Carolina View is an outlet for research, controversy, innovation, theory, and practice impacting today's university students. The journal serves as a communication link among academic and student affairs professionals, graduate students, and alumni.

Our View

Do we really need another journal? Can busy professionals really find time to read all that is written in the educational publications?

Carolina View is not another research journal for educators. It is a forum for new ideas. It is a means of stimulating thought about higher education. The University of South Carolina Division of Student Affairs is committed to the union of curricular and extracurricular education. Through this journal we will enhance the cooperative endeavor of educating university students. It is for everyone involved in this enterprise: faculty, administrators, and student affairs practitioners.

The journal will address all facets of the university experience. It will focus on perfecting the science and enhancing the art of development of the university student. In this inaugural issue you will find articles reporting current research findings, concerns of special need students, the realities of life in academe, and innovative approaches to institutional administration and advancement.

It is with pride and pleasure that we introduce *Carolina View*. This publication will

have succeeded: if readers gain new insights into how to strengthen the undergraduate student experience, if authors refine and clarify their ideas and findings, and if faculty and student services workers better understand each other and their student clientele. *Carolina View* is for students — those learning in the classrooms, laboratories, and on the playing fields as well as those of us who are learning to be better professionals each day.

We wish to recognize and thank Dennis Pruitt, Vice President of Student Affairs at the University of South Carolina - Columbia, for seeing the need for this journal. Dennis has challenged the editors and members of the editorial board with a learning experience through the creation of this publication. We have enjoyed and benefitted from the experience. It is our hope that *Carolina View* will challenge you as an educator.

Editors
Char Backman
LaVeta Small

GUIDELINES FOR AUTHORS

Manuscripts will be acknowledged upon receipt. The co-editors will review each manuscript and send a copy of the manuscript to each of the five Editorial Board members. Two to three months will elapse between acknowledgement of receipt and notification of disposition of a manuscript. The manuscript must be typed and conform with the American Psychological Association (APA) *Publication Manual*, third edition, editorial style. Manuscripts that do not conform to these guidelines will be returned to the author without review.

MANUSCRIPT CATEGORIES

1. *Articles*. Manuscripts may be any length but should not exceed 3,500 words (approximately 13 pages of double-spaced typewritten copy including references, tables, and figures).
2. *Dialogues*. Manuscripts should not exceed 3,500 words. They should take the form of verbatim exchange between two or more people. Photographs of participants will be requested when a dialogue is accepted for publication.
3. *In the Field articles*. Manuscripts should not exceed 1,000 words (approximately four pages of double-spaced typewritten copy, including references, tables, and figures). They should report on or describe new practices, programs, or techniques, and relate practice to theory by citing appropriate literature.
4. *Kaleidoscope*. Personal opinions should not exceed 1,000 words.

5. *Book Review*. Reviews should not exceed 1,000 words.

PREPARATION AND TYPING

1. Send the original and seven copies. The manuscript should be submitted on 8½" x 11" white paper.
 2. The required manuscript preparation guidelines and format will conform to APA *Publication Manual*, third edition.
 3. Double-space everything, including references, quotations, tables, and figures.
 4. Establish one-inch margins on each page.
 5. Use tables sparingly and type them on separate pages. Include only essential data and combine tables wherever possible.
 6. Place authors' names, positions, titles, place of employment, and mailing addresses on the cover page only, so manuscripts may be reviewed anonymously.
 7. Avoid use of the generic masculine pronoun and other sexist terminology. Also, use such terms as client, student, or participant rather than subject.
 8. Do not submit material under consideration by another periodical.
 9. Submit manuscripts to: Editors, *Carolina View*, 109 Russell House, University of South Carolina, Columbia, South Carolina, 29208. Authors should keep a copy of their manuscripts to guard against loss.
- NOTE: Authors bear full responsibility for accuracy.

Gaining International Understanding

James B. Holderman

- Today, there are more teachers of English in the USSR than there are students of Russian in the United States.
- Three hundred million people on earth speak Hindi but less than 300 Americans are currently studying the language.
- Only 7% of the people in the world speak English as a primary language but nine out of ten Americans cannot speak, read or understand any language but English.

Such are the facts of the United States' gross inadequacy in international education as shockingly illustrated in such books as *The Tongue-Tied American: Confronting the Foreign Language* by Paul Simon (1980) or in H. Thomas Collins' and Sally Banks Zakariya's *Getting Started in Global Education: A Primer for Elementary School Principals* (1982).

Surveys conducted over the past years have turned up further deficiencies in our basic knowledge of foreign affairs. Eleven years ago, half of the high school seniors polled by the Educational Testing Service were unable to identify the Arab country from among Egypt, India, Israel, and Mexico. Just eight years ago, George Gallup reported that half of the United States public was unaware that the United States imported petroleum. In 1981, a *Washington Post* survey found that half of those in-

terviewed were not sure whether it was the United States or the Soviet Union who belonged to NATO. Unfortunately, there is little evidence to suggest that Americans' lack of international understanding is being remedied.

Certainly the need for remediation is immediate. It is my belief that universities should lead the way in redressing these shortcomings.

First, universities should contribute to international awareness by recruiting and training a faculty who themselves are internationally aware. Well rounded faculty members with interests in the international aspects of their lives and disciplines are a must in focusing a university's attention on international affairs. Internationalism should be integrated into all aspects of a university's curriculum and, further, practical hands-on experience in the form of student and faculty exchanges should be encouraged. Exchanges are excellent examples of programs that help Americans experience different cultural, political, and economic lifestyles. Preparing the faculty for international understanding is essential if the university is to become literate in international affairs.

Second, universities should assume a wider role for the discussion of public policy matters, and address the subject of world interdependence. Too often, relations between nations are two dimensional — government to government. Higher education is unique in that it has the capability to bridge the two dimensional relationship. Universities can, through

Dr. James B. Holderman is President of the University of South Carolina.

cooperative, multinational programs, involve themselves academically, culturally, economically, and even politically.

Institutions of higher learning are unique in that their hands are not politically tied. They are neutral and can be so bold as to initiate dialogue between nations. When Lyndon Johnson met with Premier Kosygin of the Soviet Union, it wasn't at Geneva or other of the traditional sites used for diplomatic talks, it was at a university — Glassboro State in New Jersey. And it was not accident that a university, a known conduit of intellectual dialogue, was chosen.

The University of South Carolina recognizes the value of international awareness and provides a forum for cross-cultural education. For example, the University hosted the heads of state of 14 nations for a conference on the Caribbean in the summer of 1984. Many of the leaders had never met and yet they participated in serious discussions during a period of three days, on the last of which they were joined in their discussions by the President of the United States. This Fall, the University will host a conference to explore the question of international monetary policies. Finance ministers from some 15 countries including Japan, the United Kingdom, Canada, and the countries of Latin America will gather on our campus to discuss economic issues in the Western Hemisphere. The managing director of the International Monetary Fund will also address the group.

Students are involved in these conferences. They are instrumental in the pre-planning stages of the events and they actually host the participants including the heads of state. I firmly believe that it is a university's duty to afford students these kinds of out-of-classroom experiences in the process of widening their international awareness and understanding.

Conferences are supplemented by a continual flow of international dignitaries to the campus. Heads of state, high ranking ministers, ambassadors, and scholars are counted among the visitors who make themselves available for discussions with faculty and students. Madam Jihan Sadat, widow of former President Anwar Sadat, taught a class on campus last Spring. She is now pursuing her doctoral degree at the University. Students frequently have the opportunity to meet with her

and discuss international matters of mutual interest. You can be sure that they will never forget their discussions and the unique insights into our world they gain from contact with a person of Madam Sadat's stature.

The University's location in the American South gives it a unique advantage in taking the lead in international affairs. James Dickey, poet-in-residence at the University says it best:

The South is the future. It's the future right now. People say it's just a fad, but it isn't a fad. It's going to have a marvelous influence on this country because it will teach people to be kinder to each other and more forgiving and more easygoing and more neighborly and simply more forbearing and genuinely more concerned about other people.

These words say volumes about the character of our region of the country and an attitude which will have a tremendous influence on the future of our nation and our world. We have something valuable to give. The internationalization of our region and our University is not merely a one way street. Our mission as an institution is not to be a charitable foundation, but in the same breath, we do desire to become conscientious citizens of the world. We often find we learn more than we teach.

The University of South Carolina has begun a climb that will place it among the foremost universities in this country. As we all are increasingly aware, nations of the world are critically interdependent. The University has assumed a leadership role in promoting international awareness. Its commitment to the internationalization of its students through the variety of academic programs and university sponsored conferences, as well as the visits of distinguished guests, will benefit not only the students directly, but the state, the region and the country by increased awareness and understanding of the world in which we live.

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A Study on the Perceived Social Climate of the Residence Halls at the University of South Carolina - Columbia

Janice M. Wencel

Fostering student involvement in the campus learning environment is a crucial issue for Student Affairs professionals. The residence halls are important features of the learning environment and directly impact the quality and quantity of student involvement. It has been evidenced that residential students have a greater investment in the learning process and greater satisfaction with the learning experience. As part of the division-wide emphasis on involvement in learning, it was apparent that there was a need to research the social climate of the residence halls.

During the Fall Semester 1985, the Office of Resident Student Development conducted an extensive research project in the residence halls at the University of South Carolina - Columbia. This study was undertaken to assess the perceived social climate of the halls through the use of the University Residence Environment Scale (Moos and Gerst, 1974). From the 6000 undergraduate student population living in 22 halls, a random sample of 930 residents were asked to participate in this project.

This article describes the instrument, method of data collection, and the research findings.

Dr. Janice M. Wencel is the Assistant Director for Resident Student Conduct in the Department of Resident Student Development at the University of South Carolina - Columbia.

Statement of the Problem

This study was conducted to assess the perceived social climate of the residence halls at the University of South Carolina in Columbia. The measures of the perceived social climate were compared on the basis of three variables: entire campus to each individual residence hall; coed to non-coed residence halls; and male to female residence halls. The primary source of data for this study was the subjects' responses to the ten subscales of the University Residence Environment Scale (URES).

The study was designed to answer the following three questions:

1. What are the students' perceptions of the residence hall social climate?
2. Do residents of coed and non-coed residence halls differ in their perceptions of the residence hall social climate?
3. Do residents of male and female residence halls differ in their perceptions of the residence hall social climate?

Instrument

The University Residence Environment Scale (URES) is an instrument which assesses the social climate of university living groups, such as residence halls, fraternities, and sororities. It measures and describes student-staff and student-student relationships and the organizational structure of the living group. The logic

of the approach is that a consensus among individuals characterizing their environment constitutes a measure of environmental climate and that this environmental climate exerts a directional influence on behavior. (Moos and Gerst, 1974).

Defined in the URES manual are ten subscales or factors measured by the instrument. There are 100 items on Form R, which reflect these subscales. The definitions are as follows:

1. Involvement refers to the degree of commitment to the residence hall and residents and to the amount of interaction and feeling of friendship in the residence hall.
2. Emotional Support refers to the extent of manifest concern for others in the residence hall, the efforts to aid one another with academic and personal problems, and the emphasis on open and honest communication.
3. Independence refers to the variety of behaviors that are allowed without social sanctions, versus socially proper and conformist behavior.
4. Traditional Social Orientation refers to stress on dating, going to parties, and other traditional heterosexual interactions.
5. Competition refers to the extent to which a variety of activities, such as dating, academic achievement, etc., are competitive.
6. Academic Achievement refers to the extent to which strictly classroom and academic accomplishments are prominent in the residence hall.
7. Intellectuality refers to the emphasis on cultural, artistic, and other scholarly activities in the residence hall, as distinguished from strictly classroom achievements.
8. Order and Organization refers to the amount of formal structure or organization such as rules, schedules, and the following of established procedures in the residence hall.
9. Student Influence refers to the extent to which student residents perceive themselves as controlling the residence hall.

10. Innovation refers to the extent to which residents perceive and organize an increased variety and number of activities, and spontaneity of behaviors and ideas.

Collection of Data

From the total undergraduate student population living in the residence halls, a stratified random sample of 930 students were selected to participate in the study. This sampling technique was used because of the differences in the population sizes of the residence halls.

Each of the 930 residents received a packet containing a cover letter explaining the study, a set of instructions, the URES question booklet, and a computer answer sheet. The packets were distributed according to a pre-designed sampling schedule by the residence hall staff. The sampling occurred over a six week period of time during the Fall Semester 1984. At the end of the period, the investigator had received 758 responses, providing an 82% return rate.

The computer answer sheets were analyzed by the University of South Carolina Computer Services. Mean scores for each of the ten subscales were computed. The mean scores were weighted to account for the differences in sizes of the samples from the residence halls and the differences in population sizes. The weighted standard scores may range from 0 to 100. Moos and Gerst (1974) established the average standard score of 50 for comparison purposes.

Graphical profiles of the weighted mean scores were obtained for each of the residence hall environments, the overall campus environment, a comparison of coed and non-coed environments, and a comparison of male and female environments. The two sample tests (.05 level of significance) were used to determine the significant relationships between the variables for each of the graphical profiles. This test compared the weighted mean scores for the variables by subscale to determine whether the difference demonstrated significance.

Research Findings

As was explained previously the URES profile is comprised of ten subscales which provide an interpretation of the overall social climate of the residence halls.

Weighted Mean Score for the Entire Campus
and Sample Mean Score for Bates Dorm

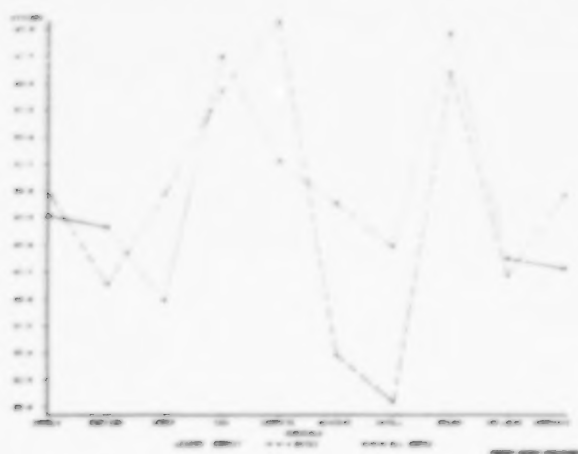


Figure 1. Weighted mean score for the entire campus and sample mean score for residence hall.

As seen in Figure 1, the high points were Traditional Social Orientation (62.4) and Order and Organization (64.4). This indicated that the residence hall population perceived the climate as placing a high importance on traditional heterosexual activities. The environment was also perceived by the residents as having a high degree of organization and formal structure.

Simultaneously, the low points were Independence (39.8), Student Influence (43.6), and Innovation (42.7). The Independence subscale score indicated a strong perception that this environment stressed conforming and socially proper behavior. The Student Influence subscale indicated that the residents did not perceive themselves having significant control of the organization of their residence halls, such as selection of staff, enforcement of rules and choice food. The Innovation score indicated a perception of a less than spontaneous environment.

The remaining subscales demonstrated a middle range of scores. The Involvement score (47.6) indicated that there was an emphasis on interaction and friendship within the halls. However, this score may be considered low as compared to the normative sample score of 50. Slightly lower than Involvement was Emotional Support (46.6) which assessed the perceptions of general psychological support.

In addition, while the climate was perceived as competitive (52.7), academic concerns (48.7) were stressed more than the pursuit of intellectual activities (44.7).

Coed Versus Non-Coed Environments

Basically, the coed and non-coed environments were fairly similar, with only several subscales reflecting significant differences.

Weighted Mean Score for Coed Dorms
and Non-Coed Dorms

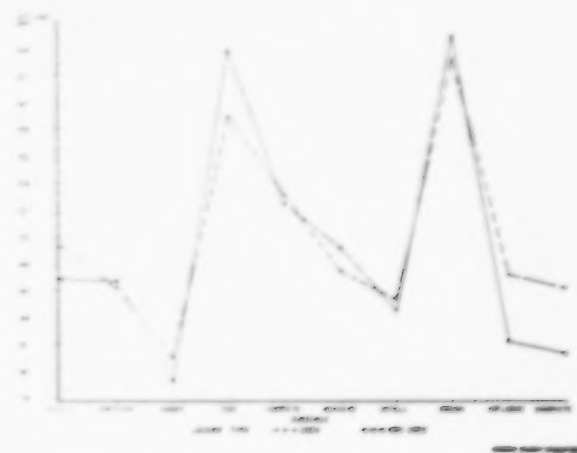


Figure 2. Weighted mean score for coed dorms and non-coed environments.

Coed residence halls were characterized as having a higher degree of commitment and personal involvement; putting less importance on traditional social interactions; placing more emphasis on intellectual activities; and demonstrating more spontaneous activities and behavior than the non-coed environments. Residents in coed halls also perceived themselves as having more influence and control on the organization of their environments, than the residents of single sex halls.

No significant differences were determined upon comparison of the weighted mean scores for the subscales of Emotional Support, Independence, Competition, Academic Achievement, and Organization.

Women perceived their residence halls as emphasizing the qualities of psychological support, conforming behavior, academic achievement, traditional social activities, and a high degree of organization.

Weighted Mean Score for Male Dorms
and Female Dorms

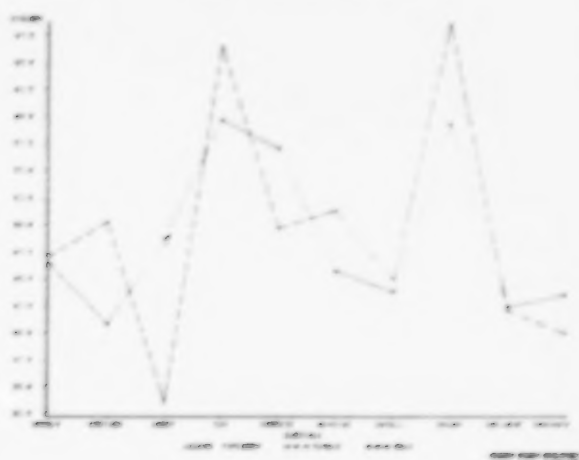


Figure 3. Weighted mean scores for male and female environments.

On the other hand, the climates of the men's residence halls were considered to be stressing competitiveness, spontaneity, and innovation.

Conclusions

This study provides data relative to the social climate of the university residence halls and of the university students. Overall, the findings of this study reveal that the Carolina residents generally perceive themselves as not highly involved with each other, nor do they perceive a great deal of peer support; conservative; conforming; and socially traditional. They perceive a high degree of structure and a low potentiality for change.

The University Residence Environment Scale research project was undertaken by the Office of Resident Student Development for several reasons. First, this research provides current data relative to the perceived social climates of the residence halls on campus. Second, the research findings provide a base from which Resident Student Development may review present goals and objectives relative to the quality of the social climate in the residence halls. Lastly, the data provides a comparison base for similar research to be performed in the future.

Currently, the URES findings are influencing the development and implementation of residence hall activities and programs, and the training of residence hall staff and governments. It is anticipated that this will have a direct impact on the quality and quantity of student involvement in the campus learning environment.

Finally, since the on-campus residents represent a major subculture of the University of South Carolina, the results of this study may also have implications for the review and development of programs in other departments in the Division of Student Affairs.

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Academic Tenure at the University of South Carolina

Michael F. Welsh

Demographic changes, judicial decisions, shifts in college curriculum, and financial restraints have combined to force changes in the traditional understanding of tenure in U. S. higher education. Recent modifications to the tenure policy at the University of South Carolina reflect these pressures and are indicative of the strains placed on tenure systems in institutions throughout the country. Two questions present themselves within this context: Can tenured faculty at USC be dismissed? Should they be? The purpose of this article is to explore these questions.

Academic tenure in the United States has been traditionally understood as an arrangement under which faculty appointments, after a limited period of probation, are made permanent or continuous until retirement for age. Tenure can only be terminated for adequate cause or under extraordinary circumstances because of financial exigencies. The existence of systems of tenure at institutions of higher education are commonly assumed to insure academic freedom and to provide sufficient economic security to encourage men and women of ability to choose academic careers. Among faculty, tenure is viewed as second in importance only to salary when considering variables to evaluate conditions affecting faculty employment (Ladd & Lipsett, 1976).

Dr. Michael F. Welsh is the Assistant Provost in the Office of the Provost at the University of South Carolina - Columbia.

The American Association of University Professors (AAUP) in its 1940 Statement of Principles on Academic Freedom and Tenure, indicated that academic freedom and tenure exists not as any particular favor to employees of colleges and universities, but rather that society may have the benefit of honest judgement and independent criticism which might otherwise be withheld because it offended the dominant social group or passing social attitudes (AAUP, 1977). Clearly, the basis of the tenure system envisioned by the AAUP is the common good of society as opposed to narrower focuses on the individual or the institution.

The University of South Carolina policy on tenure was unanimously adopted by the University's Board of Trustees in 1954 and was worded, for the most part, exactly like the AAUP's 1940 Statement. One important difference, however, was that tenure at the University of South Carolina was "To promote the welfare of the University . . ." (University, 1961, p. 162). This institutional orientation has given way over the years to a policy that now implies that tenure is one of the ". . . rights, privileges, and benefits accorded faculty members." (University, 1983, p. 32). This position is different, but certainly not incompatible with the AAUP position.

The AAUP standards as well as the University tenure policy give faculty members a strong hold on their positions. However, that hold is not absolute. Tenured faculty may be dismissed for adequate cause, bona fide reductions in

staff, and financial exigency if proper procedures are followed.

Within the rubric of adequate cause, specified grounds for dismissal are provided by institutional regulation and include incompetence, immorality, neglect of duty, lapse or withdrawal of the license for professional practice, medical reasons, and insubordination. While these grounds have not been tested in South Carolina courts, courts elsewhere have been particularly deferential towards institutional charges of incompetence and neglect of duty. Charges of immorality have also frequently been upheld, especially in cases of dishonesty and sexual harassment. Dismissals for insubordination are more difficult because dismissed professors often feel that their terminations were actually in retaliation for their exercise of free speech (Lovain, 1984).

Bona fide reductions in staff are another ground for dismissing tenured faculty members. Such reductions may result from severe budgetary problems or from a decision to discontinue or reduce a program or instructional department. Staff reductions of this sort are seen by many as a threat to the system of tenure. A survey by Kenneth P. Mortimer highlighted the fact that during a recent five-year period nearly 4,000 faculty members, 1,200 of whom had tenure, have been laid off by staff reductions (Scully, 1983). To protect the integrity of academic tenure, University policy provides that the review of institutional conditions leading to a decision to terminate tenured faculty must involve faculty members.

Terminating the employment of a tenured faculty member is considered to be one of the most difficult personnel actions that a college or university can take. The emotional effects of such actions often extend far beyond the dismissed faculty member. Such dismissals often cause or reflect serious institutional disharmony (Lovain, 1984). USC policy cautions that all feasible alternatives to termination of tenured appointments should have been pursued before this drastic measure is taken. The understanding is that to do otherwise would undermine the quality of University programs, since it would become difficult to attract and hold faculty of quality.

Pressure to alter the tenure system has come from individuals and groups who perceive

of tenure as a guarantee of lifelong job security, permitting some faculty members to drift along as deadwood at the taxpayers' expense. They do not feel that incompetent faculty members should be protected at the expense of the students or the maintenance of quality. Others seek to do away with tenure altogether and replace it with a system of renewable tenure contracts. This is akin to proposals calling for periodic post-tenure evaluations of faculty performance as heard from the National Commission on Higher Education Issues (Perry, 1983).

There is a feeling in state government that all state employees should be treated equally. The State is not disposed to award benefits to some of its employees and not to all. The notion that tenure is an individual benefit and not a part of the same common good that a state is bound to protect and further, has led to the issuance of two opinions by the Attorney General in South Carolina that virtually nullified the system of tenure in the State's colleges and universities. The first opinion allowed the denial of tenure to become a grievable matter before the State Employees Grievance Committee (Attorney, 1978). The second insisted that State Performance Appraisal Policy took precedence to the tenure system and faculty handbook rules (Attorney, 1979). Legislation was later passed to nullify these opinions, but not without a requirement that all faculty be evaluated annually. These evaluations are accepted and even welcomed by USC faculty members since they are not meant as an attack on the traditional tenure system. In practice, individual faculty members have disagreed with their evaluations, but no tenured member of the faculty has yet been terminated involuntarily as a result of a negative evaluation.

From this discussion of tenure at USC, it becomes obvious that, indeed, tenured faculty members can be dismissed from the University. But, extreme caution must be exercised since such dismissals may well put at risk the University's reputation for academic respectability and its ability to recruit and retain the best faculty members.

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Facilitating the Educational Development of Black Students at Predominantly White Institutions

Susan L. Heyward

One of the most important educational dilemmas addressed during the sixties was the issue of equal access to post-secondary education for Black students at predominantly White colleges and universities. During the seventies, several colleges and universities, particularly those located in the South, were mandated to increase their Black student enrollment. A three-year study conducted by J.T. Gibbs in 1975 concluded that there was an increase in students from ethnic and racial groups attending predominantly White colleges and universities throughout the United States. Researcher W. Peterson concluded that higher education in the United States has a rich resource of cultural diversity as a result of this pluralistic phenomenon (Patterson, Sedlacek & Perry, 1984).

Because the number of Black students choosing to attend predominantly White institutions is increasing, it is imperative that student affairs practitioners learn how to and accept the responsibility for effectively facilitating the educational development of these students. This can be done if student affairs practitioners are willing;

- 1) to appreciate the rich cultural heritage of Black students and understand the different needs of these students;
- 2) to increase their awareness of the psychological and sociological factors that positively

or negatively impact Black students at predominantly White institutions;

- 3) to conduct a needs assessment of Black student life at their institutions; and
- 4) to determine Black students developmental needs by understanding both their observable behaviors and their perceptions and attitudes.

In their book *The Future of Student Affairs*, T.K. Miller and J.S. Prince define student development as "the application of human development concepts in post-secondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent" (1977, p. 3). They also contend that the way people develop "is clearly influenced by their personal and cultural heritage" (p. 8). A.W. Chickering in *Education and Identity* further suggests that increased tolerance and respect for individuals with different backgrounds, habits, and values is a major developmental task for college students (Chickering, 1969).

Chickering's point of view could lead one to ask, should the burden of mainstreaming into a predominantly White campus be placed solely on Black students; or should student affairs practitioners increase their awareness of the cultural, social, and personal needs of Black students and be held accountable to acquire the skills necessary to effectively address the needs of these students?

Some student affairs practitioners tend to define mainstreaming as facilitating the educa-

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tional development of Black students by changing their (students) thoughts and actions without regard to or respect for their differing backgrounds, values, and beliefs. When this point of view is taken, the development of the whole student is not being considered.

When student affairs practitioners do not consider the values, beliefs, and backgrounds of Black students, it becomes difficult for them to effectively work with these students. It then puts the institution in a position where it must find Black professionals to work with Black students because they are the only individuals who understand the values, beliefs and backgrounds of these students.

Another definition of mainstreaming is to facilitate changes in Black students' thoughts and behaviors with an understanding and respect for their cultural differences, values, lifestyle, and ideologies. This viewpoint means that practitioners accept the student development concept of developing the whole student. It also implies that any student affairs professional regardless of ethnic background can effectively facilitate the educational growth and development of Black students.

If student affairs professionals truly view themselves as educators who can teach both cognitive and affective student development skills to all students, then a professional commitment to produce positive attitude changes between racial groups must be made.

Y. Amir points out in his study entitled "Contact Hypothesis in Ethnic Relations" that in order for positive change between racial groups to occur, interaction must take place under relatively favorable conditions; otherwise the results are likely to be negative (Patterson, Sedlacek & Perry, 1984). The relatively favorable conditions Amir speaks of cannot be obtained if student affairs practitioners feel uncomfortable addressing the educational, personal, social, and cultural needs of Black students.

An article entitled "Perceptions of Blacks and Hispanics in Two Campus Environments" contends that Whites tend to be more tolerant of Blacks in situations involving little or no personal contact. The authors also concluded that both White and Black students felt comfortable in integrated situations; but in social settings, both groups indicated feeling more comfortable

with members of their own race (Patterson, Sedlacek & Perry, 1984).

If student affairs practitioners feel uncomfortable working with Black students, the changes needed to enhance the racial climate at predominately White institutions will not occur. It is imperative for practitioners to make a professional commitment to learn how to effectively address the needs of Black students and to encourage White students to understand and accept cultural differences.

In an attempt to assist those practitioners who feel uncomfortable addressing the needs of Black students because they respond and act differently from their White peers, it is suggested that the following recommendations and findings be given some consideration. The information given is based on research and the author's 11 years of experience working with Black students at predominantly White institutions.

The objectives of the recommendations being made are: (a) to increase student affairs practitioners' awareness of Black students' experiences prior to and during their enrollment at predominantly White institutions which will, in turn, improve their communication with Black students when discussing matters relating to their educational development; and (b) to motivate practitioners to participate in professional development activities that will assist them in becoming positive change agents when informing students of institutional policies, regulations, and expected administrative changes.

Situational Factors That Influence Black Students' Views and Behaviors

Several student development theorists agree that when examining the attitudes of one group toward another, the situational context must be considered (Patterson, Sedlacek & Perry, 1984).

There are several factors student affairs practitioners must be aware of and willing to work through when addressing the needs of Black students on a predominantly White campus. These include:

- 1) Black students are more likely to view themselves as victims of racism and discrimination than are Asians, Hispanics, and White students (Webster, Sedlacek & Miyares, 1979).

- 2) A.C. Martinez and W.E. Sedlacek in a counseling center research report stated that Black college students think students of other ethnic groups hold more liberal views of a variety of social and political issues than do White students (Patterson, Sedlacek & Perry, 1984).

Beyond the research information cited above, the following factors were drawn from observation:

- 3) Some psychological, sociological and cultural adjustments must be made by most Black students who choose to attend a predominantly White college. These adjustments are usually made during the freshman and sophomore years.
- 4) Most leaders of Black student organizations at predominantly White institutions do not model (learning by observation) faculty and staff members at predominantly White institutions, but rather family members, friends, and local and national Black leaders.
- 5) Black students sometimes do not trust what they perceive as the White establishment. This mistrust is based on their own experiences as well as those encountered by family members, friends, and other individuals within their communities.
- 6) There is a general consensus among Black students that they must mainstream into the predominantly White college environment if they are going to be successful in obtaining their educational objectives and professional aspirations.
- 7) Black students would like to be viewed, by their White peers, faculty, and staff members, as individuals who are unique but who also have a rich cultural heritage that must be understood and respected.

Recommendations For Effectively Working With Black Students

- 1) Communicate with Black students as educators who have a tremendous amount of knowledge and resources that can help students move beyond crisis situations. Black students tend to be more crisis oriented, especially when dealing with racial, academic, personal, and social issues that appear to be out of their control. It is important that practitioners do not become defensive when Black students respond in a crisis mode. One effective approach that can be used to help them move from being re-active to becoming pro-active is to help them gather and process information, while simultaneously displaying empathy for their feelings.
- 2) Work from the position that you are going to increase Black students' knowledge and/or understanding of a situation rather than from the position of trying to manipulate their thoughts and actions. When Black students are assertive in addressing issues they believe will negatively affect them, practitioners should not try to manipulate the views or actions of these students. Black students' initial perception of the institution is that it is an educational environment and that student affairs practitioners are educators. Although Black students typically have a high regard for authority, the most effective working relationship exists when they feel they are being taught, not challenged. One method to help Black students understand institutional change is to teach them skills that will help them manage the environment in which they live.
- 3) When consulting with students on sensitive issues, if time permits, turn the session into a brainstorming session. Often, when practitioners have an administrative decision to make that impacts the lives of Black students, the students' views and opinions are not taken into consideration. When Black students question these decisions, practitioners should avoid giving immediate feedback or a conclusive response. This will give practitioners enough time to process information given to them by students and to determine if alternative suggestions made by Black students can be incorporated. Even if the final decision remains the same, practitioners have given the Black students a signal that they are willing to take the time to listen to them and that their opinions are valued.
- 4) In order to help any student move from one developmental stage to another the practitioner needs to receive the appropriate information. It is important to remember that Black students' views are based on their own experiences. Because of this factor, practitioners need to listen with a nonjudgmental attitude and show unconditional regard when communicating with Black students. If practitioners are perceived by Black students as being judgmental, both verbally and/or non-

verbally, they will more than likely hesitate to share information about themselves.

- 5) When Black students recommend the implementation of programs that are based on their own cultural experiences, try to focus on how to modify their ideas and plans so they can be implemented. Black students have a desire to participate in the total educational experience offered at predominantly White institutions. Student affairs practitioners can help insure that Black student participation exists by learning how to help Black students modify their ideas so they can be implemented. Helping Black students view themselves as an integral part of the institution can increase Black students' identification with the institution. This identification with the institution will increase Black students' recruitment, retention, and their participation in alumni affairs.

Professional Development

As the enrollment of Black students at predominantly White institutions continues to increase, student affairs practitioners will have to become culture brokers at predominantly White institutions. Cultural brokers are links between the mainstream culture in a pluralistic society and the various sub-cultures. The linking functions are maintained by actors who are acculturated in both mainstream and the ethnic cultures, i.e., bicultural actors. The broker must be able to straddle both cultures, to mainstream values and communicate them to the ethnic culture, and communicate the ethnic culture to the mainstream (Genteman & Whitehead, 1983).

If student affairs practitioners are to become successful cultural brokers, they will need to include as an objective, increasing their knowledge of Black culture. Learning Black Americans' history and culture should be a priority for all practitioners; it is as important as developing computer competency, communications, and managerial skills.

As student affairs practitioners begin to develop their role as culture brokers at predominantly White institutions and to accept their responsibility for facilitating the educational development of Black students it is recommended that they consider participating in the following professional development activities:

- 1) Read literature and conduct research studies related to Black students attending predominantly White universities.
- 2) Attend professional conferences, workshops, and seminars addressing issues pertaining to Black students on predominantly White campuses.
- 3) Enroll in courses that deal with the psychology and sociology of Blacks.
- 4) Attend cultural and social events sponsored by Black students, faculty, and staff.
- 5) Increase awareness of regional and national issues that affect the Black community. Periodically read Black magazines, listen to Black radio stations, and watch television programs that focus on Black community life and issues.

Conclusion

According to Maslow's theory everyone has basic needs that must be met (food, shelter, a sense of belonging) before they can move from one developmental stage to another. In most cases, these basic needs are initially provided for Black students by family members, friends, and community support groups. These needs are met in a supportive and caring environment, among individuals who have similar values, ideologies, habits, and lifestyles. Upon the arrival of Black students at predominantly White institutions these same basic needs are provided by strangers in an environment that is sometimes perceived by students as non-caring and alien to their values and beliefs.

Studies indicate that most individuals feel more comfortable with members of their own race. Black students tend to think that Black professionals at predominantly White institutions are more familiar with their needs and concerns than are White professionals. Because of this, they feel more comfortable with Black professionals and will usually seek help and guidance from them when they encounter problems outside the classroom.

It is important, however, that Black students do not continue to perceive Black professionals as the only individuals who can effectively address their personal, social and cultural needs. What is required is a concerted effort by White student affairs practitioners to learn and develop an appreciation for Black

students' cultural heritage so they can effectively facilitate the educational development of Black students at predominantly White colleges and universities.

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SIGI, Values-Based Computer Software — Its Effect on Undecided Students

Larry G. Salters

Introduction

Undecided students, those who have not declared a major of undergraduate study, have been a focus of concern for counselors and researchers for years. The number of undecided students in today's colleges and universities ranges from 22% to 50%. The number who change majors is estimated to be between 50% and 60% (Gordon, 1981).

Apparently, students need help in making decisions about choice of a college major. Research studies in the area have resulted in conflicting data that make the overall picture on undecided students "confusing" (Harman, 1973). For example, Holland and Holland (1977) suggest multiple types of undecided students. Salomone (1982) distinguishes between undecided students and indecisive adults. Fuqua and Hartman (1983) disagree with Salomone's distinction because they feel that the indecisiveness label is accurate for students as well as adults. Some studies (Crites, 1982; Titley & Titley, 1980) even suggest that being undecided is a desirable situation for a student in the early college years. The only agreement among researchers is that undecided students tend to drop out of college at a greater rate than do decided students (Crites, 1981; Foote, 1980; Salomone, 1982).

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Student values are being explored in relation to students' uncertainty in selecting a major (Gordon, 1981). Herr and Cramer (1979) indicate that considerable evidence exists that what individuals value both in the work itself and in the rewards of work has an effect on vocational decisions. Super (1983) claims that values have been studied in relation to occupations by a number of people, but unfortunately never on the scale that has been true of interests. Bolles (1982), Figler (1975), and Carkhuff and Friel (1974) rely on values clarification as one approach to major and occupational choice.

Lack of understanding of one's values seems to have a negative impact on one's ability to decide about a major or occupational preference (Katz, 1963). People concerned with undecided students and unclear values have attempted to develop procedures by which to clarify values and enhance the ability to make career and major choice decisions.

Computer software is currently available to aid in the values clarification process. One such software system is the focus of this study. It is the System of Interactive Guidance and Information (SIGI) developed for Educational Testing Service by Dr. Martin Katz. Katz (1980) claims that any procedure for decision-making implies some principles and values are at the heart of the SIGI system. They provide the dimensions along which students analyze desires and make decisions about occupational preferences. While SIGI has been clearly operational

on other types of hardware, it was field tested at the University of South Carolina on the IBM Personal Computer, and it was used as the method of treatment in this study.

The question explored in this study was, "What effect does a values-based computer software package (SIGI) have on the ability of undecided students to choose majors?" More specifically, "To what extent does the use of SIGI raise the level of decidedness and reduce the level of undecidedness as measured by the Career Decision Scale, the instrument used in this study?"

Significance of This Study

Between one-fifth and one-half of college students have not chosen a major, and somewhat more than one-half of students change majors once they enter college, thus a large portion of college students can be classified as "undecided." Furthermore, undecided students tend to drop out of college at a greater rate. If the retention of students is important to the University, this study is significant because it added to our knowledge about one method to enhance major choice skills and reduce attrition.

This study is also significant because it added to the research on computer-assisted counseling and guidance which is a relatively new resource tool for the career counselor. SIGI is only one of many such systems available, and this study adds to the body of knowledge about computer use in counseling.

Finally, this study is significant because it focused on practical results: students' level of indecision about choosing a major after SIGI use as compared to before SIGI use. SIGI is designed to aid in the career decision-making process by involving the student in a values clarification process followed by exploring options to satisfy those values. In this investigator's experience with undecided students, such processes can clearly lead to career decision making. But they also can lead to comments like "I'm more confused than ever, and I never knew I had so many choices." This study attempted to discover what effect SIGI has with undecided students.

Delimitations of This Study

The results of this study were limited in several ways. The first was in the selection of the sam-

ple. The original sample was to be drawn from eight sections of University 101U, a special course for undecided students for spring semester, 1984. Due to lack of registration in these classes, the sample had to be drawn from University 101, a general course of orientation to the University for freshman students. These classes contained some apparently decided students as well as many undecided freshman students.

The second delimitation of this study was that it did not deal with longitudinal issues such as whether students who make decisions as a result of treatment make the "right" ones or whether they change their minds in the future. Those kinds of questions were outside the scope of this study, but this study can serve as a base for future research on the same sample.

Finally, career decisions take place over time and career maturity takes place in a developmental fashion. Therefore, it would be unreasonable to expect instant vocational maturity as a result of treatment by SIGI. This investigator believes it is more reasonable, however, to expect some effect on the level of indecision after a treatment by SIGI. This study recognized that career maturity takes much longer than a one-time treatment and therefore concentrated on the treatment's impact on indecision rather than on developing complete vocational maturity.

Methodology

Research Question

This study focused on one basic question: "What effect does SIGI, a values-based computer software package, have on the ability of undecided freshman students to choose a major?" It is further clarified by the question, "Does the use of SIGI raise the level of decidedness and reduce the level of undecidedness as measured by the instrument used in this study?"

SIGI is a computer based System of Interactive Guidance and Information designed by Educational Testing Service to help college students make informed career decisions. SIGI goes beyond mere information retrieval in that it provides an individualized career guidance program, teaches a process of career decision-making based on values clarification, while providing up-to-date occupational information.

Users of SIGI read a text on a television-like screen and interact with the computer by means of a keyboard. Printouts may be received at intervals during the process. SIGI is highly interactive in that users' responses tailor the program to their individual needs. Neither technical skill nor prior instruction is needed, making SIGI easy to use, since all directions appear on-line (ETS, 1981).

Instruments

Two instruments were used in this study. One was a questionnaire to gather information in order to describe the sample. It was used with both experimental and control groups. Students were asked to report age, sex, the college they were enrolled in at USC, whether they have decided on a major, and whether they have ever used SIGI. The other instrument employed in this study was the Career Decision Scale (CDS) (Osipow, Carney, Winer, Yanico, & Koschler, 1976). It was originally devised as a part of a proposed modular system to promote self-counseling about career indecision. Its rationale is that a finite number of relatively discrete circumstances is responsible for problems people have in reaching appropriate closure and implementation of educational and vocational decisions. The CDS generated a list of 16 descriptions of antecedents for career indecision. The respondent was instructed to indicate which items describe him or her and indicate the degree to which the description fits his or her circumstances. Several items have been added to the original 16. Two of these items indicated career certainty, and a third was an open-ended question allowing the respondent to list barriers not represented in the original items.

The CDS has acceptable test-retest reliability; validity demonstrated by a number of studies showing relevant changes after treatment to reduce career indecision; and the ability to differentiate career decided and undecided groups appropriately (Osipow, 1980). Because of its success as a pre-posttest measure of indecision, this investigator felt the CDS was a valid, reliable instrument to use with SIGI in this study. SIGI was designed to assist students in choosing majors and careers. The CDS was designed to record levels of indecision. Does SIGI effectively reduce the level of indecision of undecided freshman students? This investigator realized that SIGI is not designed to create instant vocational maturity, so a voca-

tional maturity assessment instrument was not used in this study. However, it was reasonable to expect some change in the level of indecision after SIGI, hence, the use of the CDS.

Sample and Sampling Procedure

In spring semester 1984, students enrolled in a new course, University 101U, designed for undecided students, were to be the sample. Due to lack of enrollment all University 101U classes were cancelled. Six regular University 101 classes did convene with a total of 65 students. University 101 is a general orientation course for freshmen designed to introduce them to life at a major university and teach them how to make the system work for them as they begin their college experience. These students were the experimental group and were pretested with Osipow's Career Decision Scale. All were randomly assigned by convenience of their schedules to use SIGI. This procedure, in fact, yielded virtually a random use of SIGI by the students, since the selection process was not related to any student factors.

A control group from freshman English classes was also pretested with Osipow's Career Decision Scale. After scoring, it was found that these English students were highly decided, so they were ruled out as a control group. This researcher then compared pretest scores of the University 101 students who had already used SIGI by that time, 33 in number, with pretest scores of those who had not used SIGI, 32 in number. This comparison revealed similar levels of indecision in both groups. The 32 who had not used SIGI were then assigned to the control group and were notified by this researcher. Treatment for the control group was delayed until after the posttest. Treatment time was from mid-January, 1984 until the end of February, 1984, roughly five weeks. Each student in the experimental group spent on the average two hours and thirty-five minutes with SIGI. To insure integrity of the treatment, the experimental group presented printouts of their interactions with SIGI to the course professors for examination by this researcher. These were then returned to the students for their use.

Results

The data analyses involved examination of the pretest scores of the experimental and control groups on the decidedness and undecided-

ness items on the Career Decision Scale. A two-tailed *t* test for independent samples was used to determine any significant differences in the pretest scores. The two-tailed *t* test was appropriate for independent sample means like these since the pretest hypotheses were non-directional. The .05 level was selected as the level of significance. The conclusion from this analysis was that there were no statistically significant differences between the experimental and control groups on the decidedness level or the undecidedness level at the time of the pretest.

Next the posttest scores of the experimental and control groups on the decidedness and undecidedness items were examined. A one-tailed *t* test for independent samples was used for this analysis to determine any significant differences in the posttest scores. The one-tailed *t* test was appropriate for independent sample means like these, since the posttest hypotheses were directional. Again, the .05 level was selected for significance. The conclusion from this analysis was that there was a statistically significant difference between the posttest scores of the experimental group and the posttest scores of the control group on both the decidedness level and the undecidedness level.

In summary, the pretest analysis indicated no statistically significant differences between the means of the experimental and control groups on either the decidedness or the undecidedness level. Both groups were starting at approximately the same decidedness level and undecidedness level as measured by the Career Decision Scale. The posttest analysis indicated statistically significant differences between the experimental and the control groups on both the decidedness and the undecidedness level. In the case of the decidedness level, it was significantly higher after SIGI treatment. In the case of the undecidedness level, it was significantly lower after SIGI treatment.

Conclusions and Recommendations

One may conclude from this research that SIGI can be a useful adjunct to career counseling with undecided freshman students. SIGI does not replace the counselor, but it can be used independently when necessary, as this research indicated. In institutions of higher education where resources for personnel are increasingly scarce, it is reasonable to look to SIGI

as a legitimate tool to use with the large number of undecided students. This researcher suggests that students could be screened in an intake session by a counselor, then referred to SIGI, and then to post-treatment sessions with the counselor. This would provide maximum use of professional staff time, and would be a way of serving larger numbers of students.

SIGI could be effectively incorporated into freshman experiences such as University 101 courses as a tool to help undecided students begin to clarify career goals. Other institutions and independent researchers have used it in this way, and this study provides further support for such an effort at the University of South Carolina.

As discussed in the literature review, one of the major reasons for low retention of freshmen is indecision about a major choice. This researcher concludes that early exposure to SIGI with some follow-up counseling may produce dramatic results in retention rates.

One recommendation from this study would be to follow these same students through the next three years of their college experience to see if the decisions they made using SIGI had any permanence. Did the treatment by SIGI ultimately contribute to the choice of major in which they graduated?

Another recommendation from this study is to examine the effects of SIGI on highly decided freshman students. There were eight in this study who scored as highly decided on the Career Decision Scale at the time of the pretest; four in the treatment group and four in the control group. Two in the treatment became more undecided as a result of treatment. Perhaps, treatment exposed them to choices not previously considered that also fit their values, thus confusing them somewhat. It would be interesting to see how a group of highly decided freshman students would react to SIGI.

Finally, it is recommended that future research be conducted using SIGI as the treatment but with follow-up counseling to deal with conflicts and to process information learned while using SIGI. Opportunities to process the students' interactions with SIGI may dramatically increase benefits derived from its use. Counseling opportunities were delayed in this study until after posttest. Future researchers may want to include counseling follow-up as a part of the treatment.

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Witten/Pruitt Dialogue

Ronald A. Emler
Laura D. Puckett

The dialogue between Chuck Witten and Dennis Pruitt represents the old and new — the “kick them in the rear and keep ‘em on their toes” vs. a supportive, nurturing approach. Both men are strong advocates of student development theory and have devoted their professional careers to its advancement. (Eds.)

Dr. Charles H. Witten, Professor of Education, has wide experience both as a chief student personnel officer and as a professor of higher education at USC. Prior to assuming his duties as Dean of Students at the University of South Carolina in 1963, he completed a career in the United States Navy and retired with the rank of Captain. His final assignment was as Commanding Officer of the Naval R.O.T.C. Unit at USC. He served for twelve years as the chief student affairs officer at USC — first as Dean of Students and subsequently as Vice President for Student Affairs. For the last ten years he has served in the College of Education where he has taught courses in higher education and student personnel administration. Among his many publications is a major textbook in higher education administration and he has made numerous presentations at national meetings. He regularly teaches the following courses: Higher Education in America, Planning, Implementation and Dissemination of Educational Change, Principles of College Teaching, and Organization and Administration of Higher Education.

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Dennis Pruitt, Vice President for Student Affairs, has an extensive background in Higher Education Administration at USC. He was previously Assistant Dean of Students and Director of the Russell House University Union. Prior to coming to USC, he held positions at East Tennessee State as Special Assistant to the Vice President of Academic Affairs and Assistant Director of Culp University Center. At his alma mater, Armstrong State College, Dennis held the position of Director of Student Activities and Orientations. He has written numerous articles and essays for professional journals, and he is a much sought after public speaker and consultant for major universities across the country. Dennis has developed a unique style. He combines the astuteness of a senior level manager with the compassion of a Student Affairs professional to successfully run a major Student Affairs Division with over 160 professional staff members. (Eds.)

CAROLINA VIEW: Recently, the Council for the Advancement of Standards has been attempting to define standards for work within higher education administration. What should be integral to all graduate preparation programs in student personnel?

WITTEN: I think that student affairs administrators are college administrators: leaders and managers who have as their particular area of expertise student development, who have students as their principle clients. Now if you look at the university or college as an organizational system, you see that student affairs administrators cannot act apart, they cannot act separately, from the rest of the functions of the institu-

tion. And so I think things that student personnel administrators should have in their education and training include: first of all, the knowledge of the history and philosophy of higher education; second, the knowledge of organizational theory, skill in personnel relations; third, a knowledge of student development theory; fourth, management skills and training; fifth, some knowledge of legal and fiscal matters; and then last a knowledge of how to apply organizational theory to the betterment of the college or university. Underlying all that is a knowledge of the needs of students and the ability to act as the spokesperson for the students.

PRUITT: I agree very much with Dr. Witten. I don't think you're going to find very many masters' graduates in any profession that are *adequately* prepared to assume the position for which they are first employed. We are somewhat limited in the courses we can offer in a two-year masters' degree program. The preparation programs should be both counseling and administrative based. Students need knowledge from both disciplines. In general, a masters' student should take more of a generalist curriculum and a doctoral student should take more of a specialized curriculum. I see three basic categories that should be included in the preparation program. Generally, students need to pursue knowledge within the field, secondly to develop skill in utilizing that knowledge, and finally, students need to establish for themselves a personal and professional philosophy which will be the foundation for developing their workstyle.

CV: What skills should be developed in order to be an effective student personnel administrator?

PRUITT: I believe that financial management may be one of the most important skills for educational administrators as we are now engaged in competition for and use of limited resources. They will need to know how to acquire revenue through alternative sources. Another important skill is the ability to work with other people and to manage other people. All personnel functions, and particularly the advertising, recruiting, interviewing, selecting, orienting, training, developing, controlling and disciplining, of the individual professional staff member are essential skills. The third area, and probably our graduates' weakest skill area, is the need to be skilled in student development

theory, basic human development, and the application of such theory in a higher education environment.

WITTEN: I think it's important to have an acquaintance with research statistics and to be computer literate. I don't think you can get into any form of administration today without being computer literate. Having knowledge of research allows you to sort your way through all the crap that is in journals, or so called journals. Our preparation program turns out generalists who have all the things we have just discussed. Plus they are introduced to the literature. They know how to use a library. They aren't going to learn it all in two years but hopefully they develop some of the habits which will enable them to keep up with the literature and go from there.

CV: Is the application of student development theory in higher education an art or a science?

PRUITT: It is a developing science, a new science, if I can take such poetic license. The application of student development concepts, though is surely an art. It is art in that there are many theories of human development and while many of them have much in common, many are quite different from each other. I think we're on the early fringe of discovering some things that are going to make a remarkable difference in the four to eight years we have of college students' lives.

If you look at the knowledge that's available related to student development theory and the degree to which we're applying that knowledge, as well as how we're assessing the success of its application, we're really running late. There's a very weak linkage there, I believe over the next ten years that our charge is to determine which human/student development theories are most applicable and work best for our setting. We in the field have to make a real crusade to experiment, so to speak, with these new theories and to provide some incentive for their use by our employees.

WITTEN: I find myself disagreeing. By my early education I was a scientist. I have two degrees in Chemistry and was working as a research chemist and taking courses on my Ph.D. when I changed careers. I don't think student development is a science. I don't think social sciences or behavioral science are true sciences. I think the application of student development theory is an art. You can get two people who have



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followed the same curriculum. One flubbs miserably as a student personnel administrator and the other excels admirably. There are a lot of personal attributes and characteristics that influence success, traits such as leadership, or situational leadership. Leadership is not a science, leadership is an art.

PRUITT: I think we basically believe the same thing. Student development theory has a body of knowledge although some would say it is declared knowledge. It has not been empirically proven to the satisfaction of the pure scientist and that's one of our goals.

CV: How should we gauge the outcome of the collegiate experience?

PRUITT: That's a difficult question. There are several things we need to determine. What are the value-added outcomes we as student development specialists want of students at the end of their four years? What do members of society want, what do the students want, what do other educational administrators and faculty want students to learn and in what ways do we want them to develop? These questions are almost impossible to answer. We don't have clearly defined goals of what aspects of development students should achieve. We may someday be able to agree upon some general principles but the specific ones we will probably never have agreement on by all the participating parties. If we could agree on the outcomes that were the most desirable, we could assess students when

they came to us in terms of where they are developmentally. Then we could look at the intervening factors available to us, make some intentional developmental choices, and provide some excellent targeted developmental experiences. We would need to monitor the interventions to see which ones led to outcomes we think we want them to gain. It would be a very difficult thing to accomplish.

I think we need to be more concerned about what we expect of higher education. What value-added experiences do we want the students to have from the time they come to us as freshmen to the time they graduate. What is it that we have done, how have we intervened to provide them with the value-added outcome we'd like them to gain. It's a very noble task!

WITTEN: What you're asking for is sort of like actuarial information, I'm 67 years old. I can't tell you whether I'm going to be living or dead a year from now, but the insurance companies can pretty well tell you how many 67 year olds are not going to be here a year from now. I think you have to take that same kind of view when you're looking at college students. If we could control all the variables, all of them that impinge on students, then we could control the output. How do we judge the output? I think there's a lot that has gone on to tell us pretty well how college students change and that sort of thing. Astin's long range study tells you that. It is difficult to determine just what caused the change.

CV: Dr. Witten, I know you've used the NIE's Involvement in Learning report with several of your classes. What are some of the ways you would expect to see the University of South Carolina implementing the recommendations?

WITTEN: Why don't you ask Dennis that question. He's in the business, it's easy for me to preach because I don't have to do a damn thing about it. I don't have to come up with the funding.

PRUITT: Fine, I'll go first. Let's not talk extensively about the report, let's talk about what we want to do at Carolina. If we want to increase involvement and individual student development we need to provide those things that are supportive to the academic environment. We also need to eliminate those things in the environment that not supportive. We need to do more intervention and more, much more, milieu management.

Second, our expectations for students' development need to be better understood and more clearly articulated. Our institutional expectations have to be higher than to just get by. We must provide affective mapping in the same way we do cognitive mapping through the academic advisement process. Today, when students come to us we quickly tell them they need to decide what they want to do with their lives. We help them decide what academic discipline will provide them with the greatest opportunity to pursue those endeavors. They are assigned to an advisor and told to follow a pre-prepared curriculum. If we really want to involve students in the educational process, we need to have an approach to help the students with their total development.

Imagine what would happen if the academic advisor facilitated affective as well as cognitive mapping for the student. I think we need to have affective mapping just as we have cognitive, or intellectual, mapping. We've got to get the students' attention, students have to realize the more time and energy they put into their educational endeavors the more likely they are to persist, to develop, and to reach their highest level of potential.

I'd like to see students invigorated by all the things they can do to facilitate their total development. Students need a better appreciation for all the opportunities that are available to them. Let's show them a total map of the environment that increases both appreciation for and utilization of developmental opportunities.

We really do need to motivate them to become more involved in their learning. We need to provide the constant assessments, the challenge systems, and the support systems so the students can reach their highest level of development.

WITTEN: Let me speak as a faculty member, and of course some of the ways you pointed out require cooperation and working closely with the student affairs staff. First, we need to embark on a faculty development program based on the latest research on student development and student teaching with a view toward improving teaching and improving advisement. Freshmen need good advisors. They need faculty advisors who know what they're doing. That's why we started the faculty development workshops for the teaching assistants.

We also need to change classes so that students actively participate. You don't actively participate by taking notes. The audio-tutorial approach in biology is one way to get students really involved — there are lots of others: seminars, independent studies, and small classes. Get faculty involved with students in out of class learning. Encourage the faculty to participate actively in learning experiences such as clubs that give a real role to the advisors in the organizations. Faculty have a miserable impression of student affairs. Student affairs has to be the first to convince the faculty that they're not doing something that is anti-intellectual but that they're trying to involve the students in learning.

PRUITT: That's real good because I think one of the most important concepts that we talked about is, and I think you said it well, we're not going to see changes regarding the implementation of student development concepts in higher education without faculty cooperation. They need to first understand the theory and, in some cases, gain a degree of tolerance of someone else taking responsibility for educational activities. They're likely to begin to accept student development concepts and at that point, perhaps they will begin to really participate in the implementation with a stronger sense of commitment. That's when we'll see change. You're right, Student Affairs needs the help of the faculty, those folks who really govern the institutions. We need to make converts and believers of them.

CV: Dr. Witten, you touched on the faculty perception of student affairs administrators. How would you describe the status of the pro-

fession with other components of the university such as students and parents?

WITTEN: Well, I think parents look on them as substitute parents if they're interested at all. Faculty look on them as somebody to keep the student busy. Other administrators look on them as someone to keep the students out of their hair. And I'm not talking about the top level, those people really have a good view of what student affairs is and what it should be, but mid-level administrators in general don't.

CV: What about students' perceptions?

PRUITT: Well, the danger of even addressing this question is speaking for someone else . . . that always makes me a little nervous. The students who have little person-to-person contact with us see us in the control role or as disciplinarians. The more contact they have, the more likely they are to see us as partners in their educational process. Lots of contact helps them recognize that we are really concerned about their affective and cognitive development. And in some cases the more contact those same students have with faculty, the more likely both faculty and students are to see that student affairs administrators are important partners in the educational process.

WITTEN: I think of the class of '67 as my class sort of because I became head of Student Affairs the same year they entered. They invite me back to their reunions and stuff like that. I went to one recently and one alumnus, vice president for personnel of a Fortune 500 company, said to me, "You know I suppose everybody tells you this, but you had the biggest effect on my life of anybody at Carolina." You know it's one of those things, you work and work, and you don't get much feedback like that. I was really glad to hear that.

I was out in California at Disneyland and I ran into a young man with Carolina in red and black across the back of this tee shirt who was taking his wife and two children on a holiday. I talked to him, and he knew me. I admitted that I had not remembered him and he said, "That's because I was never in trouble." The person who didn't have contact with me saw me as the controller, with the other student I had made a lasting impression. All this says is you've got to make more contact with more students.

CV: You've both certainly given us a lot to think about. Your commitment to the profession is evident. We want to thank you for taking time to share your ideas with us.

Renaissance Among the Magnolias

William A. Mould

A couple of years ago, about two weeks into the fall semester, a bright young freshman slipped into my office. He was poor and untutored, and from a milltown with a population smaller than his dormitory.

He was also the first member of his family to finish high school, much less go on to college. He devoured every piece of writing he could lay his hands on; his hometown librarian had told me that he had read every book in the small local library. She had also asked me to keep a special eye on him, for she expected that he might have more than the usual adjustment problems during his first year.

He perched on the edge of the chair next to my desk, ready, I thought, to take flight if I made any quick movements. He was clearly happy, so I felt safe asking him, "How are things going?" — about the most anodyne conversation opener in my repertoire.

He grinned broadly and replied, "Everything's great — especially now that I don't cry so much."

I asked him if he missed home that much. "No. It's just that for a couple of weeks I would start talking with somebody, and get really deep into a discussion, and that's when I'd start to cry. It got to be really embarrassing. But you see," he continued in a matter-of-fact tone, "I never had anyone to talk to before."

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This young man, bright and motivated, was frankly delighted to be in an atmosphere where he did not feel like a freak. He had finally found other people who shared his interests and his excitement. He had been living so long in a kind of intellectual hothouse of his own construction that he was surely close to losing his enthusiasm altogether.

That young man's story is one that I like to recall, for it illustrates more vividly than any set of statistics or list of accomplishments what an honors program is all about. Whether it happens in the classroom or in a late-night bull session, whether it occurs between teachers and students or among the students themselves, whether it is tied to a course assignment or simply the result of shared interests, the atmosphere in which the spark of intellectual exchange can ignite a young mind is essential to the American educational experience. Without it, we risk producing degree-holders incapable of synthesizing their knowledge, citizens of tomorrow who neither care nor are able to change their society for the better, and a vision that does not go beyond personal gain.

What happens when a fine mind or a gifted, creative talent is left without encouragement or response of any kind? Well, what happens when a field lies fallow and is never cultivated? Or a symphony scored, but never performed? Or a machine invented, but never built?

That waste for the farmer, the composer or the inventor is compounded to all of us by

the loss of the grain, the music, the comfort of what might have been produced. Likewise, we injure ourselves when we fail to recognize and develop the talents of the gifted young people among us.

And the principal resource these students need is cheap and easy to find — it is each other. Spend a few hours with these bright youngsters, and you notice that much of their creative energy comes from interaction with each other. Of course, the lively class, with a knowledgeable and caring teacher, is very important; but the absolute essential is contact with other bright students.

The Old South has too long carried a reputation for backwardness and closed minds — a reputation, however unjustified, which is only now beginning to dissipate. One of the most effective means of hastening this reversal is the instauration and development of programs designed to tap and develop the talents of the bright student. South Carolina College (SCC), the University of South Carolina's honors college, represents the commitment by one institution to that goal.

Francois Rabelais, himself a medical doctor, commented that "knowledge without conscience is but the ruin of the soul." It is not enough to train competent students to perform at a high level of expertise, it is essential to imbue them with a sense of responsibility they have to their fellow man, to society as a whole. As Oliver Wendell Holmes observed, "Science is a first-rate piece of furniture for man's upper chamber, if he has common sense on the ground floor." Almost any good school can provide the training needed, but a first-rate institution will couple that training with humanity and responsibility.

The interrelatedness of knowledge is the cornerstone of South Carolina College. We see to it that our engineers are grounded in the humanities, and that our English majors can grapple with the scientific method. Our business students are constrained to write and speak cogently, and our pre-med students are required to study literature and the arts. We believe in educating as well as training the leaders of tomorrow, in bringing from them a sense of the importance and value of all fields of human knowledge and activity, in the firm belief that they will apply that broad awareness throughout their lives.

Numerous recent commission reports have stressed the importance of providing future professionals with breadth of understanding as well as a firm cognitive foundation in a chosen specialization. The Johns Hopkins School of Medicine has just abolished the MCAT examination as a requirement for admission in the hopes of stimulating future physicians to diversify their education, to take courses well outside of biology, chemistry and physics. The Medical University of South Carolina has taken similar steps by offering to admit students during their undergraduate years in order to relieve some of the pre-med pressure and to encourage students to learn a good deal in fields not directly related to the study of medicine. Both of these developments are important indications of the new value placed on holistic education as opposed to job or pre-professional training.

In order to function successfully, an honors program requires a committed administration, strong personal leadership from the program's director and staff, and a central location which can serve as a focus for the program's activities and provide the students with a place where they can gather, formally and informally, for that essential intellectual interchange which is, after all, the program's central activity. Most important, the program needs a coherent vision which goes beyond self-serving institutionalism. That vision is best supplied by the administration, the faculty, and the students, acting in concert. It cannot be imposed from without, for it requires a personal commitment from all those involved. In our promotional literature, we state: "Of the goals of South Carolina College, none is more important than the sort of students the College strives to produce: leaders who are scholars, gentlemen and gentlewomen with a love of learning and faith in the role of reason." Such goals are difficult to attain in a vast, modern multi-versity, but they are essential to the survival of our society and to its progress.

At a large school like USC, an honors college is most readily characterized by small classes (ours average 14 students), a small and identifiable group of fellow students (we admit 100-120 students each year), close attention in advising, both academic and personal, and standards of quality which are discernible and credible. At USC, a school with rising quality in every aspect of its operation, an honors college provides a visible commitment to academic excellence on the undergraduate level.

USC's honors program was established in 1965 as one means of attracting and retaining highly capable students. Under the leadership of Drs. Stephen Ackerman, Richard Childers, and George Geckle, and with strong support of a number of committed professors and administrators, the program grew in size and scope until Dr. William Patterson, then President of the University, appointed a faculty committee to re-establish South Carolina College (the original name of the University) as an honors college. President Holderman seized the results of that committee study and established the College in 1977, one of the first acts of his new administration. Under the aegis of Dr. Peter Sederberg, the first South Carolina College class was admitted in 1978, and the strength and reputation of the College has grown steadily.

One of the most important charges Dr. Patterson gave to the study committee was to devise a College which would be open to any qualified student, regardless of major. Many honors programs are designed specifically for students in the humanities, the liberal arts, or, at best, the arts and sciences. This tends to exclude an increasingly important portion of contemporary students, those pursuing professional degrees, especially in journalism, business and engineering. South Carolina College is vehemently opposed to any such intellectual segregation; we believe that all branches of study need and profit from the intellectual interaction we foster.

Admission to South Carolina College is handled by the University's Office of Admissions, which has a special counselor who supervises admissions to the College. The admissions standards are a minimum 1200 total on the SAT, and a rank in the top 10% of the high school graduating class. We also make sure that a potential student can write well and has a firm commitment to the extra intellectual challenge that SCC provides. Our current SAT averages about 1260, and they rank in the top 3%. Students who might not meet the original entrance criteria can apply after one or two semesters of outstanding (3.5 on a 4.0 scale) work in the general University curriculum.

Our students take one-third to one-half of their course work in the South Carolina College, and the remainder in the general University. In this way, they are not sequestered from the life of the University, but are encouraged to join actively in it. They take into their non-honors classes some of the excitement and enthusiasm

generated in their SCC courses, thereby spreading the advantages of the College to students and classes not actually participating in it. Similarly, faculty often find that teaching an SCC course renews their enthusiasm for the classroom experience and makes their non-SCC courses more exciting.

Last year, one of our English professors stopped me on the Horseshoe and commented that his Shakespeare course was one of the most interesting he had ever taught. I replied, "The kids are pretty bright, aren't they?" He answered, "That's not it. By the time most students reach my course, they are well-trained and knowledgeable. But in my regular sections, I have almost solely English majors or minors. You have sent me engineers and pre-meds, journalists and business majors. They may not know as much as the English majors about literary methodology, but the diversity of points of view and the variety of backgrounds they bring to the class are really exciting. They make it one of the most interesting courses I have ever taught."

That professor's enthusiasm is matched by the students' who often comment on the excitement generated by encountering different points of view and backgrounds in a given class. Providing a forum for these views is an important function of South Carolina College. About 15% of our students are majoring in Engineering, 20% in Business Administration, 10% in Journalism, 20% in Humanities and Social Sciences, 20% in Science and Mathematics, and the rest scattered amongst other majors.

Some of the College's students are pursuing the *Baccalaureus Artium et Scientiae* (Bachelor of Arts and Science), a unique non-disciplinary degree offered only by South Carolina College. Recognized by officers of the National Collegiate Honors Council as "one of the genuinely innovative honors programs in recent years," the degree permits students to pursue diverse areas of study without the restrictions often imposed by a specific major. This does not mean that the *Baccalaureus* candidate avoids difficult or unfamiliar territory; he or she must complete the basic core requirements for the Colleges of Science and Mathematics, Humanities and Social Sciences, as well as special requirements established for each individual according to that student's own educational gaps. *Baccalaureus* candidates have entered, or soon will be entering, law school at USC, Harvard and Yale; medical school at USC

and Johns Hopkins; linguistic studies at Cornell; historical preservation work at Delaware; the foreign service.

Many of the College's courses include students who are not actually part of the College. They are enrolled at the request of the professor, who judges that they have the stamina to handle SCC work, and can both profit from and contribute to a special course.

The so-called honors housing on the Horseshoe, a series of 2-, 3-, or 4-person apartments, is among the most attractive and sought-after on campus. Only 60% of the spaces are allocated to South Carolina College students; the other spaces are open to general University students. South Carolina College strives to avoid separatism, and to involve its students in every aspect of the University, as it tries to make its advantages open to all those who wish to profit from them.

Our students are active throughout USC, and are in leadership positions in student government, fraternities and sororities, athletics, band, chorus, *The Gamecock*, drama, charitable work, and so forth. They are not, and do not wish to be, different from the average USC student; they simply have a greater commitment to their intellectual growth and to their academic work than one might find in the general student population.

They have initiated some services which are helpful to the entire University. They have organized the Friday Forum, a series of informal presentations and discussions by faculty and students dealing with topics of mutual interest. These topics may include a presentation on three-dimensional television broadcasting, or discussion of the ethical and social implications of homosexuality. The students themselves chose the time of 3:30 p.m. on Friday afternoon as the hour for the Forum, and not least surprising is the number of students who sacrifice those precious afternoon hours for these discussions.

The students have also organized a system for contacting entering SCC freshmen in order to assist them in making the transition from high school to college. They contact the new students in the summer, offering information about housing, meal tickets, classes, campus organizations, clothing, and the like. They meet them on their arrival to campus, and make them feel welcome at the University and in the College.

It is comparatively easy to assess the material success of the College; one has only to look at the post-graduate progress of our students. Of our pre-law graduates, 98% have been accepted into law schools — largely at USC, but also at Harvard, Yale, Chicago, Columbia, Georgetown, and others. One hundred percent of our pre-medical students have been accepted to medical schools — again, largely within the state, but also at some of the most prestigious institutions in the country, such as Johns Hopkins, Vanderbilt, and Columbia. All of our students wishing to enter the Master of International Business program have been accepted, and other graduates have gone to MIT, Wharton, Harvard Divinity, and similar fine schools. South Carolina College has, then, acquired a strong reputation in the major academic institutions of the country, and now we find our students being recruited by these schools.

It is vastly more difficult to ascertain our success in the even more important domain of general education. How close have we come to instilling intellectual holism in our students? Many graduates have commented on the immense personal value their South Carolina College education has had for them.

"My science courses prepared me for the difficulties of medical subjects, but the SCC emphasis on liberal arts has enhanced my understanding of other people, especially those in pain or with problems, whom I will be treating."

"There is no better in-state education to be had than that offered by SCC. In fact, unless you're gallivanting off to Oxford or Harvard, I'm not that sure you'll find a better out-of-state program anywhere."

"Make those pre-meds take art, religion and literature, please! Then maybe when they get to med school they won't be like a good proportion of the folks here: 'Oh, yeah, I heard of Michelangelo once. Didn't he paint ceilings or something?'"

"I don't know if it's SCC's doing, but I feel somewhat educated. That is to say, I feel like I got a liberal education, not just job training. The quality of life is greatly enhanced when one has even a small amount of appreciation for the complicated events taking place about us."

"The quality of my SCC education has taught me the value of knowledge. In those SCC

classes we learned to ask 'why?' and to dig deeper for answers and understanding of the subject at hand. I have applied this to many aspects of my life. I go that extra step."

These few comments from graduates of South Carolina College give some indication of the success of the College's success in broadening the horizons of bright and motivated students. How can we complain that this Southern university is an intellectual backwater, a haven of conventional thinking and career-oriented young people? To some extent, the New South and the political and social

renaissance it represents is reflected in the intellectual self-confidence expressed by recent graduates. They are creative, intelligent young men and women with an awareness that goes beyond self-interest and a commitment to their fellow man which bodes well for all of us. In its heyday, prior to the Civil War, South Carolina College was recognized as one of the premier educational institutions in the country. The new South Carolina College is gradually taking part in the re-establishment of that reputation.

The Student Records Office at the University of South Carolina Goes PAPERLESS!!!

Arthur S. West

To eliminate the paper crunch . . . a problem which requires seven electric power files which are eight feet long, four feet deep and ten feet tall to accomodate, . . . we have decided to go paperless! A frightening idea to many record keepers, going paperless does not mean you do not have the capability to produce records on paper when desired or needed . . . it simply means being able to store tons of paper record equivalents in a few cubic feet of space. Once you convince the doubters that a paperless office will be advantageous in many ways . . . and get them over the initial shock, the rest should be easy.

The University of South Carolina is a state supported institution consisting of nine campuses and approximately 35,000 students. All the records for the system are kept at the parent campus in Columbia, where enrollment is about 25,000. Two years after a student's enrollment is terminated, the record is microfilmed. But, at any one time nearly 100,000 students are considered active and a paper file exists for each of these students. That means a lot of paper, since the average file contains 25 documents . . . which adds up to two and one-half million pieces of paper.

First, we had to decide what approach to take . . . and there were many. We could have used the microfilm and jacket technique, the

microfilm on reel with blip search or computer assisted search, video disc, laser disc, and the updatable microfiche route. These are the major choices.

For those uninitiated in the ways of micrographics, I will elaborate on the details of these approaches. Both the jacket and reel approaches originate with a reel of microfilm containing the images of the various documents. In the former, the film containing the individual student records is snipped from the reel and inserted in a plastic jacket labeled with the student's identifying information. The blip or computer assisted search technique use the film still on the reel. A piece of automated search equipment seeks a locator blip or number included in the reel at the time of filming.

Video and laser disc systems are quite new and have some promising applications. For most educational institutions, however, they are still prohibitively expensive. These systems operate on the principle of converting individual characters on a document to electronic signal equivalents and storing them on a magnetic disc. Finally, there is updatable microfiche. This is similar to the plastic microfiche you may be already familiar with where electronic data is converted to visual images on sheets of plastic. The only difference is that the updatable fiche permits individual documents to be added to, or with some systems removed from, the fiche as needed. Regular fiche is produced when all images are created on the fiche simultaneously and are permanent and unchangeable. This pro-

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cess is referred to as Computer Output Microfiche, or COM.

We have decided upon the updatable microfiche technique for student records, although we still have microfilm records in jackets. Also, we will continue to use reel microfilm techniques to record numerous other documents such as faculty grade sheets and degree applications. For former students with an existing jacket record who return under the new system, we will have both types of records. It really doesn't matter as long as the record is accessible. Updatable microfiche will be used for documents which would ordinarily be filed in the students's folder. The permanent record of grades will be on computer and will be available on COM — computer output microfiche.

After choosing your approach, you must decide how to attack the existing paper to eliminate it as quickly as possible. We have chosen to microfilm all non-current files and jacket them, since that is the quickest way to get those folders out of the power files and on to film. Beginning in the summer of 1984, all new incoming student files were filmed on the updatable microfiche, creating a plastic microfiche master for each student.

The system we use incorporates a visual monitor into the camera, allowing the operator to inspect the filmed version of each document. Once the quality of the image is verified as being acceptable . . . which takes only seconds . . . the original document is discarded. Therefore, the filming and elimination of paper becomes a single act. You remove the document from the student folder, place it in the camera and film it. Remove the document from the camera and place it in a trash can. The contents of the can may be shredded later, or if you have an on-site shredder mounted atop a trash can, that makes the destruction a part of the filming process.

At this writing, all student related documents for those who were enrolled last in the summer of 1982, and those who entered after May, 1984 are on film only. So, only a small percentage of our present or former students have paper documents on file. Using this approach, we anticipate converting those remaining few to fiche or microfilm within the next two years as well. At that time, we will break out the champagne and celebrate . . . toasting our arrival in — *THE PAPERLESS AGE!*

Our drive toward the paperless office was initially sparked by the development of an on-line record from which transcripts will be produced. It is only natural that when a paper permanent record card is no longer necessary, the next step is to eliminate all the other paper. As was mentioned earlier, the record will be available on computer output microfiche, or COM. That answers the critics who will proffer the excuse that you must have a paper record in the event the computer records are lost through electronic disaster, or simply for viewing when the computer system is inoperative. COM provides this backup and security. The electronic record will be updated each night for any changes or corrections to individual records, or for a massive posting of term grades. Following a major updating of the records data base, new COM records will be generated.

Naturally, as we are creating microfiche masters, we must constantly update those already created . . . since there is no longer a paper folder for those students whose record has been filmed. Among the advantages of either a jacket or fiche record is the fact that you can produce a single paper copy of any document from the record, or you can duplicate the entire jacket or fiche. Your master copy never leaves the confines of your records area. So, instead of someone checking out a folder — then losing it, you give them a plastic copy of the entire folder (at a cost of about 5 cents) and you don't care what they do with it! What about confidentiality? Steps must be taken to insure that those users who are given copies of the complete record in the duplicate fiche form are aware of the proper means of disposing of it after use. Only so much can be done, however, so strict policies governing issuance of such information must be written and adhered to.

Since announcing our intent to go paperless, we have seen a virtual transformation of attitudes among our colleagues. Most of them are as excited about the prospect as we are. Of course, most of the academicians are accustomed to receiving reports in microfiche form. We abandoned paper reports years ago, except in a very limited number of situations. The other eight campuses in the system have taken to the system quickly, and many are already converting their own offices to paperless. Those who have not are purchasing reader/printer equipment so they can make their own paper copies from the duplicates we send them.

For the most part, students don't even know we are making this transition, since many of them have been getting transcripts from microfilm for years. The most notable case of giving microfiche to students is our catalog. Many students need course descriptions of work taken in years past. Naturally that meant much time and many copies on the copy machine. About two years ago, we obtained all of our catalogs from 1975 to the present on microfiche. Now when a student wants course descriptions, we send the one or two sheets of fiche for the volumes needed. The cost to us is pennies, and because we include a brief letter telling the student where to find a reader/printer, if one is needed, we have had only one complaint from

the hundreds we sent out. Obviously, we don't anticipate any major problems, or we would not have embarked on such a project.

In the final analysis, if you have come to the conclusion we did . . . that you can no longer cope with the volume of paper you are handling, nor can afford the space and cost of keeping paper records, you must face facts. Paperless, or at least partial paperless, is the way to go. And, you must accept the fact that once a document is filmed, it must be destroyed. Hanging on to the paper for sentimental reasons or out of fear is senseless . . . and costly. If you have a good image on film . . . pitch the paper!

Volunteerism as a Means of Delivering Student Services

Brenda G. Dantzler

The utilization of student volunteers is a unique source of providing various services to severely disabled students at the University of South Carolina. Significant contributions are being made toward the academic success of quadriplegic residents at the Woodrow Intermediate Care Facility through a peer program designed to attract and maintain volunteer interest.

While universities across the country are feeling the pinch of interminable budget tightening, many diversified ways of using student labor are becoming commonplace. A new and unique spinoff from the idea of using paraprofessionals is the implementation of an organized student volunteer program at the University of South Carolina (USC).

Woodrow Intermediate Care Facility (ICF), at USC, is a campus residence program designed to give quadriplegics, those paralyzed from the neck down, the opportunity to pursue a college education outside the confines of nursing home life. The ICF students live year round in a combination residence hall/medical unit housed in an accessible wing of Woodrow Dormitory. The pilot program, which began in January, 1983, provides a unique blend of rehabilitation, education, and health care to disabled persons who meet USC and Woodrow ICF admission requirements. Among the bene-

fits provided by the ICF unit are twenty-four hour nursing care, housing, meals, linen service, medical services, and academic support.

Volunteerism is an essential element in the delivery of services provided to these students. Because the ICF students have little or no movement below the neck, volunteers perform day-to-day tasks that able-bodied students take for granted. Volunteers assist with research in the library, pushing students to classes when wheelchairs break down, tutoring in areas where they excel, aiding ICF students with recreational events, carrying laundry to the cleaners, assisting with test taking, typing papers and much more. A resident of Woodrow ICF since July, 1984, adds that one of the biggest contributions the volunteer program offers him is, "when a volunteer helps with writing essays. If I didn't have volunteers, an essay which would take an able-bodied student a few minutes to write, would take me much longer . . . it would take me forever.

"I also wouldn't be able to take four classes each semester without the help of volunteers. It would take too much time to do all of the [class] work myself. I'd have no free time." Assistance in areas such as tutoring, typing, notetaking, and study preparation contributes to the academic success of the ICF students.

In order for volunteers to effectively deliver services to Woodrow ICF, an organized approach toward attracting and maintaining volunteer interest has been developed. This approach emphasizes the principal components of

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recruitment, orientation and training, evaluation of student and volunteer interests, motivational strategies, and program appraisal.

At Woodrow ICF, recruitment of volunteers is divided into two major areas of concentration: advertisement and oral presentations. The advertising campaign is designed to reach the highest market concentration of prospective volunteers within budgetary constraints. This goal is achieved primarily through the use of on-campus media such as the student newspaper, student radio station, and posters placed in high visibility areas. Internal correspondence with residence hall directors, church groups, and service fraternities is also utilized as a means of advertisement in order to schedule speaking engagements with the respective organization.

Speaking engagements are presented in a specific format. This format is designed to (1) acquaint the listener with the Woodrow ICF program, (2) educate the audience of the special needs of these disabled students through interaction with an ICF resident, and (3) present positive feedback to the prospective volunteers by having current volunteers discuss their experiences with the program. This combination of advertisements and oral presentations have been effective in the recruitment of student volunteers.

After their recruitment, volunteers undergo orientation and training through individual and personal interviews with the Volunteer Services Coordinator. During the interview, information on the facility, needs of the ICF students, disabilities, responsibilities of the volunteers as well as the ICF students, and emergency precautions are provided.

In order to effectively satisfy the academic assistance needs of the ICF students, the Volunteer Services Coordinator meets with all ICF students individually to evaluate the type of assistance needed and the time required to meet their needs. A concerted effort is then made to match volunteer interests and availability (determined in the aforementioned interview) with the needs of the ICF students. Through the effective evaluation of ICF student needs and volunteer interests, volunteers can be assigned duties which they most enjoy and thus are most likely to contribute on a continuing basis.

Recent studies into the motivational aspects of volunteerism (Stubblefield, Sherman, & Saunders, Jr., 1977) indicate that volunteer pro-

grams are more likely to be successful if the service being provided by the volunteer promotes a sense of self-fulfillment from participating in a worthwhile endeavor. At the University of South Carolina, students become volunteers for various reasons: to earn class credit, to make use of extra time, to complement an academic major, or to gain new experiences and new friends. Approximately 30 volunteers are recruited each semester, with a turnover rate of about 30%. This attrition is caused primarily by graduation, employment, and students entering internships. However, most volunteers value and enjoy their experience and remain volunteers for more than one semester. One volunteer this summer said, "I enjoy meeting new people and it was intriguing to know that I would be able to help someone complete their education. At first I was just going to do it [volunteer] for a month or two during the summer, then quit when classes start. But now that I know everybody, I don't want to quit. I've gotten too attached to it. You go in thinking you're just going to help someone write essays and help take tests, but you come out with a bunch of new friends. It's really worth it."

Regardless of the cause of the volunteer's initial motivation, it is essential that continuing strategies be implemented to reinforce the volunteer's sense of commitment. For example, a drawing is held on the third Wednesday of each month, Woodrow Wednesday, to award active volunteers with prizes such as gift certificates donated by local restaurants. Another strategy is a monthly meeting/excursion where volunteers are encouraged to socialize as well as to offer any suggestions they may have regarding the improvement of the volunteer program. Offering this opportunity to get acquainted and to give their input to the program may tend to extend the length of volunteer service (Pollard, 1977). Further input is sought from volunteers during program appraisal.

Each semester the volunteer program is appraised to gain insight which will aid in the improvement of the program. The appraisal consists of gathering information from both residents and volunteers in order to identify possible problems or weaknesses within the program from either perspective. This information is taken in conjunction with volunteer suggestions from the monthly meetings/excursions so that a mechanism can be developed to remedy the problem.

The use of a student volunteer program at the University of South Carolina has been an effective and valuable means of delivering academic services to the residents of Woodrow Intermediate Care Facility. This program, however, could not function without a foundation built to maintain volunteer interest and commitment. The success of Woodrow Intermediate Care Facility is directly related to the commitment of its volunteers. Volunteerism may not be a panacea for a university's overall manpower shortage; however, it is certainly a useful tool in program areas where services are being rendered.

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Student, Faculty and Staff Involvement in Institutional Advancement: University of South Carolina

Mark G. Shanley

Introduction

The focus of this report will be on the development of a program for internal institutional support for advancement efforts at a major state-supported university, The University of South Carolina. The critical constituency in this report are the students, faculty and staff of the University.

Literature Review

Much of the literature in the institutional advancement field focuses on the necessity of a total institutional commitment to advancement efforts before they can become successful. Institutional advancement is defined as "all those programs and activities undertaken by a college or university to develop understanding and support from all of its constituencies for its educational goals" (Rowland, 1978, p. vii). Constituencies can be both internal and external.

As stated in the Introduction to the *New Directions for Institutional Advancement* series, Institutional Advancement is a vital and essential function (Rowland, 1978). Without a broad and effective program of institutional advancement, no higher education institution can hope to gain the wide range of support or attract sufficient resources from all its constituencies to allow it to achieve its educational goals.

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Further noted in the Introduction is that the mission of institutional advancement is to provide effective channels of communication among all internal and external constituencies to develop understanding of and support for all the institution's programs and activities. To carry out this function, institutional advancement comprises a variety of functions: institutional relations, information services, educational fund raising, alumni administration, publications and periodicals, and government relations. It summarizes by stressing the importance of advancement as a total institutional commitment (Rowland, 1978).

Internal Support

While formal public relations programming may reach the largest numbers of external publics, "a far greater number of messages flow into and out of the institution through the members of that institution" (DeSantis, 1978, p. 29). Well informed internal publics who are happy with their roles in the institution and are confident of the management of the institution can have a more positive impact on the overall image than many aspects of the institutional communications program" (DeSantis, p. 29). It has been shown that these unofficial goodwill messengers have the highest personal credibility with external publics.

Collegiate fund raisers have long recognized the importance of internal support in their efforts to secure financial contributions from

external constituent groups. These various external groups include alumni, parents, governing boards, churches and civic groups, businesses, media and the general public.

Fund raisers have found that strong institutional support and commitment from students, faculty and staff can go a long way in convincing external clientele to provide financial support. When a university president or advancement officer approaches a potential contributor, it is extremely effective to point out a strong internal commitment by students or faculty to the educational goals of the university. This has been especially true in private colleges and universities that have developed strong institutional sagas, such as Harvard, Stanford and Notre Dame.

A relatively recent phenomenon, however, has been the entry of large state-supported universities into the major fund raising arena. With rampant inflation, dwindling traditional student populations and reduced or static state support, these institutions have been hustling to identify and tap other sources of financial support.

While some of these institutions have established strong identities and wide-ranging support, internal commitment of students, faculty and staff to institutional goals has been limited due to the massive size and impersonality of these colleges and universities. The close identity, rapport, and collegiality of small private institutions is all but impossible to achieve in their larger state-supported counterparts. Determined and concerted efforts are necessary within these large institutions to stimulate an institutional commitment necessary to foster the identity and commitment required for wide range advancement efforts.

The University of South Carolina

Before the arrival of President James B. Holderman in 1977, the University of South Carolina had an aura of a sleepy, medium-sized, southern university with modest goals and reputation. State financial support was stable, and advancement efforts were limited. An example was the Alumni Association, which construed its role as primarily social, where alumni dues were mostly used to support operating costs of the Association and its Alumni Office support staff.

Seizing upon the untapped potential for the University to promote excellence in its many facets, the President saw the necessity of a strong advancement function to provide the additional resources needed to realize this potential. The President acted on several fronts.

The role of the independent Alumni Association was enhanced by the President's offer to no longer require the Association to support the operating costs of the Alumni Office. The Alumni Office is now supported by University funds, allowing Alumni dues and contributions to be used exclusively for the creation and support of an Alumni Scholarship Program.

With Alumni Association dues now directly supporting merit-based scholarships, alumni are showing a greater interest in maintaining Alumni Association membership. The knowledge that dues exclusively support student scholarships, rather than just providing operational support, has presumably created an added incentive to join the Alumni Association. The Alumni Scholarship program, when initially established, created 16 merit-based scholarships. The Program now supports 282 scholarships, and is the largest merit-based scholarship program in the University.

The Alumni Association has realized this success by creating a regionally based scholarship eligibility process. Each regional Alumni district within South Carolina, and each local Alumni club located throughout the country, selects its scholarship recipients based on the number of Alumni memberships generated in that region or club. The more memberships, the larger the number of scholarships that can be made available.

The Alumni Office was not the only area to be upgraded. Similar efforts were directed towards the revitalization of the Development Office, the Education Foundation, and the Information Services office. To consolidate outreach efforts towards University alumni, the Alumni and Development staff were merged. In addition, the Student Placement Office and the newly created Alumni Placement Office were administratively moved into the development area.

What emerged was a revitalized and productive advancement apparatus that would serve as a cornerstone for the first major fund drive the University had ever attempted, the Summit Fund campaign. The goal of the Summit Fund

was to generate \$35 million for the University through an array of internal, local, regional and national fund raising efforts. Two years later, that goal has been realized and exceeded.

Internal Fund Raising Efforts

One of the most distinguishing characteristics of the Summit Fund campaign was the phenomenal level of student, faculty and staff financial support. The hallmark of the campaign was the Family Fund drive, where faculty and staff were asked to generate \$1 million for the Educational Foundation over a three-year period. The rationale for involving faculty and staff was that they are some of the most loyal supporters of the University, are close to the programs, receive some of the greatest benefits, are easily accessible, are easy to motivate, and are the general recipients of the programs. In addition, faculty and staff had previously demonstrated a strong tradition of giving, having typically contributed about \$110,000 annually prior to the Summit Fund Drive.

By allowing gifts to be designated for departmental or college-wide support, direct incentives were provided to fund activities that would or could not be supported by state-allocated funds. The \$1 million goal was realized during the three-year run of the campaign. While not fully researched, only three other universities in the nation are known to have achieved that level of faculty and staff support (University of Georgia, University of Tennessee, and Auburn University).

An even more amazing development was one not envisioned by University officials: the Student Summit Fund drive initiated by the Student Government Association President.

Student Summit Fund

During the course of the successful Family Fund drive, positive recognition was generated both within and outside the University. The President and other fund raisers could and did actively point out to potential contributors how the University family had responded and how strongly faculty and staff felt about the positive direction in which the University was headed. It was within this context that the new President of the Student Government Association (SGA) was elected to office.

Witnessing the often uneventful and inconsequential initiatives of past SGA presidents, he was determined to identify a positive and impactful central initiative of his administration. In discussing his plans with the Vice President of Student Affairs, they hit upon the idea of students supporting the Summit Fund drive in a way that would directly benefit students, while also benefitting the University.

After exploring his idea with the University President, the Vice President of Administration (and chief development officer), and other students and staff, the SGA president polished his idea with the support of the Development Office, Student Affairs staff and his student government cabinet officers. The Student Summit Fund drive was launched.

The initial goal of the Student Summit Fund drive was to generate \$100,000 through direct student contributions, a fund raising concert featuring a prominent national performer, and through matching contributions from local merchants and businesses which prospered through student patronage. Characterized by creativity, the ingenious students responsible for organizing the fund drive also secured approval for a student fee check-off during the University course registration process, and a highly creative *Wave a Dollar for a Carolina Scholar* drive at a varsity basketball game. Basketball fans were encouraged to contribute a dollar each to the scholarship fund for the University's most prestigious scholarship program.

Student Government sponsorship of this project was not without its critics and problems. The SGA President was accused by more activist students as selling out to the "Administration" and becoming more their agent than a student voice and advocate. In addition, it was often difficult to sustain student interest and volunteer support for the various activities. Expected student organization support, particularly from fraternities and sororities, was undermined due to their ongoing commitments to national philanthropic projects that could not be abandoned. And, student organizers were evidently misled by an area concert promoter who had promised the cooperation of a national performing artist for a fund-raising concert.

The Student Summit Fund drive was organized as a project of the SGA Executive Committee by the SGA president. The president then appointed a student Chairman of the Student Summit Fund Drive Committee, and two

other key students were appointed to head volunteer coordination and student publicity efforts. This highly motivated and organized team then coordinated the efforts of over 60 student volunteers who participated in the various phases of the drive.

In spite of the criticism and problems, the Student Summit Fund drive was a bold effort by a highly organized and committed group of creative students who successfully pulled off a major fund raising effort. While the jury is still out, the drive has succeeded in securing a no-strings-attached donation for \$100,000, and has directly generated several thousand dollars through local merchant solicitation, the registration check-off, and the *Wave a Dollar* drive. All in all, this effort will likely generate over \$130,000, in addition to a high degree of recognition and payoff for the University — both in terms of public relations value and through influencing potential donors.

Other indirect benefits are bound to result from this student effort. The Development Office staff are quick to point out its positive indirect outcomes:

- Student visibility provided greater credibility to community fund raising efforts.
- Alumni and other potential donors enjoyed interacting with committed and positive students.
- Student contributors may become conditioned to the idea of supporting their university and may be more likely to continue future giving.
- The "Look what we are doing for ourselves" factor greatly helped in approaching outside donors.
- Involving the student constituency in successful efforts enhanced the image of the university.
- And, the infusion of student creativity opened the eyes of the Development Office staff to ideas not previously considered.

An effort will be made to institutionalize the Student Summit Fund drive, even though the University Summit Fund drive is now winding up its operation. The challenge will be to find new goals to maintain the level of enthusiasm, participation, and commitment generated through the student drive.

Student Affairs and Advancement Efforts

Another fortuitous outcome of the Student Summit Fund drive was the realization that Student Affairs could become involved in and support institutional advancement efforts. Student satisfaction with their university experience, and later institutional support, is largely determined by the quality of their undergraduate experience. The quality of that experience is substantially influenced by Student Affairs programs, services, and staff.

Student Affairs staff works closely with undergraduates through many roles, whether it be residence halls, student activities, counseling, career planning and placement, orientation, admissions, financial aid, and the like. This relationship is particularly close with the more active student leaders who often form the core of future involved alumni, business, and community leaders. Unfortunately, this close relationship is often lost after graduation because Student Affairs staff typically are not involved in alumni or advancement activities outside of traditional Homecoming weekends.

Student Affairs staff could become significantly involved in alumni and advancement functions in a variety of ways. The following ideas are presented to stimulate consideration of several possibilities.

Training students is an area of traditional strength of Student Affairs. Extensive training programs are routinely offered for such groups as student orientation assistants, residence hall advisors, student organization leaders, emerging leaders (freshmen and sophomores not yet involved in campus life), and many others.

The students receiving this training often become the core group of student leadership on campus. They benefit from the development of excellent interpersonal and group communication skills, leadership and management skills, and an awareness of how the institution operates. Student Affairs staff are experts at organizing, training, and motivating student volunteers to accomplish a multitude of tasks ranging from campus entertainment programming to community service projects.

It is now rather common practice to involve student leaders in a variety of institutional advancement efforts. These efforts include alumni support organizations, student speaker bureaus for admissions and promotions pro-

grams, phonathon campaigns, and student host/hostess groups for major campus events. Due to the importance of these programs and the high visibility roles of these students, extensive training programs are typically provided. These programs cover public speaking, social skill development, and institutional organization patterns.

Development Office personnel often attempt to provide their own training programs for their student volunteers. Considering the likely availability of competent trainers within the Student Affairs area, the Development Office could avoid considerable duplication of effort by using this staff to identify, recruit, train, and advise these student groups. By taking advantage of this available expertise, the Development Office staff could better focus their time and energy on the advancement functions that they are most needed to perform.

Another area for potential Student Affairs involvement could lie in the propagation of student giving patterns and alumni association participation prior to graduation. Some examples of student projects include student development associations, senior class giving programs extending beyond graduation, cap and gown projects, registration check-off donations, parent and alumni solicitation programs, and more.

Student Affairs staffs could easily be integrated into Development Office planning committees to brainstorm ideas and approaches such as those listed above. They also possess the ready-made contacts and credibility with the student movers and shakers to be able to market and sell the agreed upon program concepts. The potential energy and enthusiasm that could be generated through such efforts could be substantial.

Some literature in the advancement area addresses the period of student alienation towards their college or university that often occurs with young alumni following graduation. This period, which can last for ten or more years, results from the dissonance engendered by post-graduation realities such as disappointing employment prospects, student loans becoming due, etc. One direct service opportunity to reduce this alienation could be an alumni career planning and placement program. Particularly for graduates still living close to the institution, the college or university could continue to be a positive contributor to their quality of life.

Another way to counter this phenomenon would be to embark upon an assertive program to retain and reinforce ongoing relationships among recent graduates and the significant campus organizations with which they were previously involved on an active basis. Certain groups strongly lend themselves toward this kind of involvement. They include fraternities and sororities, student governments, residence hall associations, marching bands, and other groups that generate strong and enduring relationships with the institution — and often with the Student Affairs staff members that serve as advisors for these major campus groups. These staff members could serve as an ongoing source of contact and continuity with recent graduates; contributing current information for newsletters, organizing young alumni leaders, and coordinating annual events surrounding Homecoming, Parents Weekend, or major sporting events.

Summary

While Student Affairs staff typically are highly consumed in maintaining their own responsibilities, some room does exist to support institutional advancement efforts. Student Affairs represents a vital component of the university community and could make substantial contributions to advancement activities. Indeed, it has a responsibility to do so, along with other internal constituent groups.

As resources available to institutions of higher education continue to shrink, it will be increasingly important to be aware of all areas for potential involvement in advancement activities from our diverse and creative internal constituencies. The potential role for Student Affairs should be seriously considered.

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Policy Development as Student Development: Applying Student Development Theory

Michael Shaver
Cheryl L. Deutsch
Craig R. Berkley

The social atmosphere in America has become increasingly conservative since the drinking age was lowered from 21, and this conservative trend has become even more evident in recent years. Previously, legislative attitudes toward controlling the use of alcoholic beverages have been ambivalent, largely because the public attitude has been ambivalent. Recently, however, serious questions regarding the consequences of alcohol use have been raised by various citizens' groups. This movement has led to an unprecedented public outcry for change in the laws regulating the control, possession and consumption of alcoholic beverages. Both government and society have responded by shifting emphasis in this area from privacy and personal choice about drinking to a demand for greater individual responsibility, as well as stricter laws to ensure the safety of the general population. The University of South Carolina was presented with the difficult question of maintaining a balance between compliance with the new drinking-age laws and respect for the rights of students, especially those of legal drinking age, to make their own decisions con-

cerning the use or non-use of alcoholic beverages.

Faced with the need for a major revision in campus policy on alcohol use, the Division of Student Affairs chose to involve students in the transition in an effort to encourage the development of a sense of investment and positive response to a new policy.

In order to solicit a wide variety of input to the policy-making process, the Division of Student Affairs decided to form an Alcohol Policy Task Force comprised of professional staff and representatives from the faculty and the law enforcement and legal areas. Of particular concern was the involvement of student leadership in the process, not only to solicit their input and consider their point of view, but also to give them and the students they represented reassurance that their needs were considered. Student representatives were selected from areas such as Student Government, Residence Hall Staff, and Greek Government, along with several other student organizations.

The Task Force was faced with a number of questions in regard to policy development. Among these were: a) what restrictions should be placed on alcohol consumption; b) should the policy permit students not of legal age to attend events where alcohol was served, even though they could not drink; c) how would the access to alcoholic beverages be controlled at events; d) what should be the long range posture of the campus in the event of the establishment of 21 as the legal drinking age.

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The goal of the committee was to develop a policy appropriate in maintaining a healthy social environment and consistent with the requirements of the law.

In addition, a major concern was a balanced policy that was not so restrictive that organizations would move their activities off campus where the incidence of drinking and driving would be increased.

Three sub-committees were assembled from the Task Force to deal with specific areas:

- The *Transition Committee* was concerned primarily with the best implementation of the new policy, and made the following recommendations: a) that information was periodically provided to the student body of the Task Force's progress; b) that input was solicited from the student body during the policy development process; c) that a positive publicity campaign be developed to promote the idea that students caring about other students was an effective means of dealing with alcohol-related problems. This would also serve as a positive base for the transition created by the change in policy.

To implement the Transition Committee's recommendations, several campus-wide open forums were held. These were promoted through the student media as opportunities to hear about the progress in policy development and to give feedback to the Task Force on the recommendations being considered. Students responded to these forums very actively. While differing opinions were often heated, a great deal of support was also expressed. Whether students were for or against the policy recommendations, all agreed the forums were a positive idea.

Subsequent to adoption of the policy, the final forum was widely publicized and information about the policy made available through Task Force members. The policy was promoted as both an effort to comply with a new higher age for drinking and a measure that would continue to allow social interaction between students of drinking age and those not of age. Previous policy restrictions did not permit students below legal drinking age to

even attend events where alcoholic beverages were served. This was changed through a requirement that those of legal age have identification proving their age, which could include student I.D. or driver's license. Those of age were also required to wear some clearly recognizable form of identification; the method most often chosen was the use of plastic wrist bands.

- The *Education Sub Committee* made recommendations designed to insure that students were fully aware of the new policy requirements. The recommendations implemented included programs that: a) were open to all students that outlined the new policy; b) discussed the policy changes in view of legal liability for student organizations who sponsored events where alcohol is served; and c) provided some experiential training in party planning and use of the new registration forms developed. A major goal of this training was to provide assistance in planning events which promoted fun and interaction, and moved the emphasis away from simple consumption. With fewer students able to drink at events, this type of planning is important to continued interaction with those who could drink.

Education programs that met the recommended goals were conducted during the regular semester through the USC Campus Alcohol Project. The new policy mandated uniform registration requirements for all events regardless of their sponsorship, and for many student groups this created a completely new and unfamiliar process. It also required ordering alcoholic beverages in proportion to the size of the group, and the presence of food and non-alcoholic beverages where alcohol was served. In addition, both the Resident Student Development and Student Life offices created additional requirements specific to their area. All of these changes were addressed by the educational programs.

Attendance at one of these educational sessions was required for anyone who wished to register an event. Educational programs are to be continued

throughout the coming academic year, with special emphasis on at least one Alcohol Awareness Week per year.

- The *Policy Coordination Sub Committee* was primarily concerned with the actual writing and wording of the policy. The priorities of this area were the need for a clear statement of the actual policy, and a comprehensiveness of design which included all the previous recommendations.

Contribution to this area included: a) specific recommendations on the areas where alcoholic beverages could be served and where it would be prohibited; b) proposing a uniform registration plan for all student groups and organizations (the registration process previously was handled by different campus areas); c) proposal of specific sanctions for policy violators. The sanctions in particular moved the emphasis of dealing with alcohol-related problems to a more educational line. In addition to normal sanctions, referral to the Education and Intervention Program of the Campus Alcohol Project was included. This program is designed to promote positive behavioral change, and includes as an alternative, referral to professional counseling or medical treatment for more serious alcohol-related problems.

The USC System Legal Office was an extremely valuable part of this sub committee. Actual wording and clarity were vital to the policy development process, and these were provided through their assistance.

In an area as potentially volatile as alcohol policy, it is important to recognize that students must live with the decisions, perhaps even to a greater extent that the administrators. Such a task calls for innovation, and for the recognition of the opportunity to structure an environment that can foster positive impact on student development.

The policy development process for USC clearly suggests the constructive possibilities of applying developmental theory to an administrative decision-making process. Student development can occur in a wide variety of ways when administrators are concerned enough to recognize opportunities. The response to the new alcohol use policy developed at USC in-

dicates that sound decisions were made and that students are moving in a more positive direction in the use of alcoholic beverages at social events.

As a means of understanding the apparent success of the policy, the process through which it was developed should be examined from the point of view of sound student development theory.

In his book, *Education and Identity*, Chickering (1969) presents a theory of college student development and outlines sources of impact in the college environment. His descriptions of college environments are recognizable and realistic; his thinking connects in a very direct way with the experiences of college practitioners (Widick, Parker, Knepfelkamp, 1978).

Chickering proposes vectors along which development occurs in young adulthood, including developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose and developing integrity. Chickering feels that development in these areas is fostered by an environment that challenges students to respond and to become involved. At this period of life, the student encounters various social demands which take the form of tasks. The role of the environment is to provide challenges or stimulation which encourages new responses and ultimately bring about developmental changes (Widick, et. al. 1978). In developing conditions for impacting and correcting with students, Chickering advocates interaction between students and administration. In fostering change, Chickering argues that development follows a challenge/response pattern; "when students pursue tasks through which changes occur" (1969, p. 144).

The most clearly defined parallel between USC's model for alcohol policy development and Chickering's theory comes through what he considers five major experiences or tasks central to change: a) engaging students in making choices; b) requiring interaction with adverse individuals and ideas; c) involving students in direct experiences; d) involving the students in solving complex intellectual and social problems without demands to conformity to an authority's view; e) involving students in receiving feedback and making objective assessments.

The emphasis in developing the Alcohol Policy was focused on providing exactly these

major experiences. Involving students in these tasks took two forms: a) involving them directly as active, working members of the Task Force whose ideas and recommendations were given equal weight to those of faculty and staff; b) giving the campus community the opportunity to respond to the various phases leading to the final form of the policy and accepting their input as a legitimate part of the entire decision-making process.

The administration assumed a role of clarifying the societal demands for the entire campus, and in setting up an environment to impact change that gave all of the students a role in the transition. The keys were involvement and communication, along with an appreciation of the students' ability to deal with a complex issue in a productive way. This is another parallel to Chickering's model, as he views a major source of influence coming from clarity and consistency of objectives in developing change.

The major goal of the policy was that it be consistent with the requirements of the new drinking age laws and societal attitudes, and that its meaning as well as the requirements and sanctions be completely clear and understandable, exposing the value commitments of the University. The Task Force wanted to emphasize continued interaction and social development, and at the same time support activities that can move the structure of social life at USC to a more positive area.

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**College is Only
the Beginning**

*Gardner, John N. and
Jewler, A. Jerome,
Wadsworth Publishing
Company, 1985.*

By Margaret A. Langer

As institutions of higher education become increasingly aware of the importance of early adjustment for college freshmen, more attention is being paid to ways entering students can be assisted in this transition. The University of South Carolina has pioneered in these efforts; for more than a decade it has conducted a three-credit, semester-long orientation course, University 101. John A. Gardner and A. Jerome Jewler's new book *College is Only the Beginning*, published this year by Wadsworth, Inc., has developed from this experience.

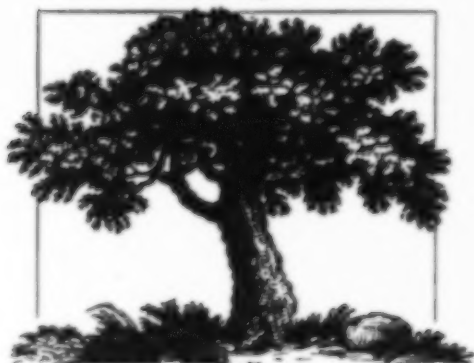
The editors have provided a wealth of information for freshmen students. The book's 22 chapters, written by a variety of experts (the majority from the University of South Carolina), contain advice about many of the challenges and problems a new student encounters. The authors provide an introduction to the concept, meaning, and significance of higher education, and enlighten the newcomer to many of the skills needed to succeed, such as using the college catalog and the library, getting to know and get along with professors, and developing effective study strategies and thinking techniques. Chapters also discuss how to choose a major and plan a career, manage money, handle various living arrangements, establish personal relationships, develop assertiveness and control anxiety. A series of essays are devoted to nontraditional students: those at-

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John N. Gardner A. Jerome Jewler

**COLLEGE
IS ONLY THE
BEGINNING**

A Student Guide to Higher Education



tending community or technical colleges, minority students, disabled students and reentry students. At the end of the book there is a glossary of college jargon.

Each of the chapters begins with a brief scenario by its author(s), often biographical in content, which serves to help get across the notion that these professionals were once freshmen too. Many of the chapters conclude with lists of suggested activities and readings (a number of the recommended readings are probably more suitable for professionals than entering freshmen).

The book's title is an appropriate one, but the implied thesis is not dealt with until the very last chapter. Instructors may want their students to read this section initially.

As could be expected with a book that tries to cover so many areas, the individual chapters are not always comprehensive, but should serve as a starting point to stimulate discussion and further exploration. The book should be a valuable resource to students who use it as a text in a freshmen orientation course or who read it on their own.

Cloudy Trophies: Writing in Freshman Literature

A. Gordon Van Ness

On an overcast Monday morning, Gordon Van Ness begins his English 102 class. A few rain drops splatter against the classroom windows.

"As the conclusion to our study of Romantic poetry, I asked you to read for today Keats' 'Ode on Melancholy.' Keats is arguing that a sad or depressed person should glut his sorrow on what is beautiful because melancholy, he says, lives in Beauty and Joy and Pleasure and Delight. What does he mean by this, and who would he be addressing?" The questions hang precariously in the air.

Kevin Zimmerman, a bright, overweight student who sits in the far corner of the room, answers energetically. He always wants to get the discussion off on the right foot.

"Doesn't Keats believe that both melancholy and delight are something like flip sides of the same coin? One thing brings the other. And isn't he speaking to everybody since we all get depressed?" He looks intensely confident.

Brian Dickson glares at him. "How would you know? You made a D on your last paper!" Brian is a member of the golf team and believes that drinking life to the dregs has to do with a fraternity beer party.

"You do grade hard, Mr. Van Ness," Sherry Amerson adds. She looks suspiciously

like she herself enjoys a good party more than a good book.

Sharon Williamson raises her hand. She is a shy student who usually speaks only when threatened with a grade.

"Mr. Van Ness, why do we write papers on stories and poems? When we graduate, we're never going to have to write an essay analyzing a character or explaining the authors's main point." I sense the discussion on Keats' poem straying.

"Yes," Kevin says, probably also feeling the change and wishing to be a part of any new movement. "And you're always so particular about our writing. We have to have" — he looks at his course syllabus and reads — "'a clearly stated thesis, unified paragraphs, and a thoroughly developed pattern of organization.' You even count off for misspelled words and mechanical mistakes. How can anybody do all that, especially when the paper's on literature!" Kevin is always paractical in this way.

The discussion, I recognize, has familiar overtones to it, and I debate when I should cut off this blasphemous insurrection. Everything has to be so obviously practical. Well, I'll show them. Truth will out!

Brian speaks first. "Why do we write on literature?" Brian is always straight-forward. His question, like mine before, hangs precariously in the air. I decide to take the offensive.

"Now look," I begin. Sherry tenses, and even Kevin moves uncertainly in his seat. A

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good man hopefully speaking well, I soften my tone.

"Wherever you go in life," I say quietly, "Whatever you do, you'll have to meet certain demands, and you'll need knowledge and experience to succeed. You'll have to gather and sort and synthesize a lot of ideas. You'll have to command them, recognize their possibilities. You'll even have to place them into an organized perspective to persuade others. That involves research and independent thinking and a determination to be more than average. Writing means thinking. Writing and thinking now lay the foundations for later."

Tony Bush's eyes grow wide. He is majoring in business and marketing and wants to get ahead. "Yes, but why do we write essays on literature?" I take a deep breath.

"Why not. After you graduate, will you have to assess the reign of King George III or compare the tactics of Lee and Grant. Will you write an essay on the socio-logical impact of relaxed immigration laws? Literature presents you with ideas to consider, people to deal with,

and actions and attitudes to evaluate. Literature hands you a small world so that when you get into the large one, you'll know what to do."

Tony nods slowly, as if the stock market has slightly declined, but Kevin wants clarification. He shifts himself around.

"But suppose we don't accept everything a writer says?" Brian stares at him again.

"So don't. In literature you're asked to digest a lot. Your writing toughens you, makes you assess things. Good and bad often come together, like melancholy and delight. The importance, after all, is in knowing what you've swallowed."

Sherry Amerson, who's been listening and then looking at her book, says, "Mr. Van Ness, what does Keats mean when he says, 'His soul shall taste the sadness of her might, / And be among her cloudy trophies hung'?"

I look at her closely. "What do you think?"

Gray clouds scurry outside the windows. It is a melancholy kind of day. I'm delighted.

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